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ABSTRACT

This document presents in detail the master plans for the 1983-84 school year of the District of Columbia public schools. Priority areas were identified as instruction, management improvement, planning, quality assurance, resource development, and community relations. General statements of long-range objectives and achievement indicators are outlined for each of these areas. Desired learning outcomes are discussed. An analysis of test results is presented with identification of systemwide target areas for improvement. Descriptions are given of development in instructional programs in the areas of: (1) competency-based curriculum; (2) educational technology; (3) public/private partnerships; (4) career development; (5) adult, continuing education and staff development; (6) special education and pupil personnel services; and (7) bilingual education. Efforts currently underway in working with educationally disadvantaged children are described. Program summaries are given for basic skill development and educational improvement and support services. Statements on long-range goals from the offices of the educational policymakers for the District of Columbia are presented. (JD)

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ED234054

COMPREHENSIVE EDUCATION PLAN

"Improving the Quality of Teaching and Learning"



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SY 1983-84

**Floretta Dukes McKenzie
Superintendent of Schools
Chief State School Officer**

SP023 021

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

COMPREHENSIVE
EDUCATION
PLAN

"IMPROVING THE QUALITY OF TEACHING AND LEARNING"

SCHOOL YEAR
1983-84

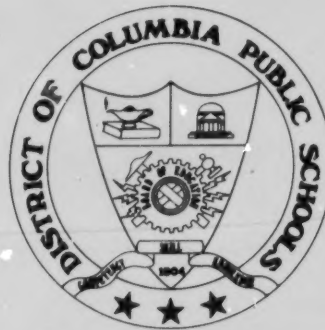
July 1983
Washington, D. C.

BOARD OF EDUCATION
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DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Floretta Dukes McKenzie
Superintendent of Schools
Chief State School Officer

MISSION

To promote excellence by providing a viable and comprehensive instructional program (prekindergarten through twelfth grade) leading to the attainment of knowledge, competencies and skills which upon completion will enable each student to function as a useful citizen.

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**Improving the Quality
of Teaching and Learning**



IMPROVING THE QUALITY OF TEACHING AND LEARNING
PLANNING YEAR II - SY 1983-84

The past school year has been a bountiful one as we have seen the children reap the benefits of our labor. School test scores have reached higher levels than we have seen for over a decade, the community has rallied around the cause of educating tomorrow's citizens and provided volunteers to tutor students, the city government has given us a budget allowing for those kinds of classroom support we lacked for so many years, private industry has knocked on our doors asking how to help, and we have gained experience in developing effective public/private partnerships.

Of course past success is only a prelude to greater efforts and achievements, and there is much work left to be done. Our elementary students are now achieving at the national norm, but we must continue to reinforce their skills, build their foundation of knowledge and creatively expand their horizons. We must come up with new ideas, personal approaches, home liaisons and special attention for those students who have not yet experienced academic success.

Secondary schools have made great strides in improving achievement scores, with the ninth grade students reaching the systemwide targets. However, secondary students are still far below the national norm.

Principals and teachers in the junior high schools have used the tenets of Intensive Junior High School Instruction (IJHSI) to develop their own strategies for improving learning through greater assignment of homework; responsibility assumed by all subject teachers for their students' improvement in reading, vocabulary, mathematics and test-taking capabilities; greater amounts of time devoted to academic learning; and innovative programming to meet the special needs of students. We must intensify our efforts in junior high schools to make them ideal places for students to grow, learn to know themselves, and acquire knowledge.

Our high schools are becoming institutions of pride. They have rallied to suggestions that they develop a special curriculum around a theme, such as science, the arts, business and finance, health careers, hotel management and culinary arts, pre-engineering and technology, in order to provide advanced opportunities for students in their personal career plans. They are cooperating with the private sector in bringing state of the art learning experiences to D. C. students, and at the same time beginning the process of grooming more and more of our youth for higher education and entry into today's careers. Our high schools this year will be asked to continue their past efforts and to show additional adaptation to requirements of curriculum and student progress.

Improving the quality of teaching and learning is especially important now that we have improved the quantity of learning as measured by test scores. We cannot stop now; we cannot afford to sit still. This school year will see even more changes as improvements are introduced and implemented through better management, improved supervision and increased instruction.

School administrators, supervisors and teachers are encouraged to read the current literature on effective schools and effective teaching. The findings emphasize strong leadership of the principal, a businesslike approach by everyone, and an acceptance and commitment--from the principal through the teachers to the students--to the goal of the school which is to increase learning. When everyone has this united purpose, then other difficulties will become more manageable.

We need continued work to improve school attendance. More attendance aides have been added and that has helped, but more individual schools must begin activities which will result in improved attendance.

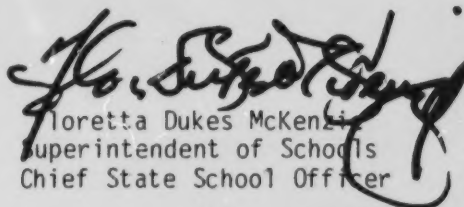
There needs to be increased involvement of each school with its community. Through mutual efforts we can bring more parents and neighbors into the school as volunteer tutors, aides, monitors or helpers. The community, with our leadership, can cooperate in other goals such as reducing vandalism, reducing tardiness, and increasing safety and security.

Achievement, attendance and security, these are the bedrock of any viable institution. Now we must begin to look beyond these. Indeed, we have begun to expand the world for our students and ourselves. The public/private partnerships are bringing new people and resources into our schools every day. In science, principals and teachers will be working with the American Academy for the Advancement of Science to strengthen science instruction. With the National University of the Air (NUA), we will use a satellite network to provide staff development for teachers. Every school will receive core computer equipment to aid in school management and instruction. Under the Computer Literacy Five Year Plan, computer laboratories will be operational in many regular schools and Chapter 1 schools.

In addition, we must not forget the arts. Life is so enriched by what musicians, artists, actors and dancers bring to us each day, and our children are so talented in these areas. In improving the quality of teaching and learning, the arts are to be an important part of the agenda.

It is time for us to roll our sleeves back up and establish patterns of diligent effort, sound management, sensitive planning, and flexible adaptation to secure our steady gains of the past and build for new growth in the future.

Administrators, supervisors and teachers, in preparing plans for the coming school year, are advised to be thoroughly aware of what colleagues in other offices, divisions, regions and schools are doing. By being knowledgeable of the contents of the Comprehensive Education Plan, SY 1983-84, we can plan our activities in accordance with others. This planning process will provide for the coordination of our many activities, and allow for the greatest impact of our individual efforts.


Floretta Dukes McKenzie
Superintendent of Schools
Chief State School Officer

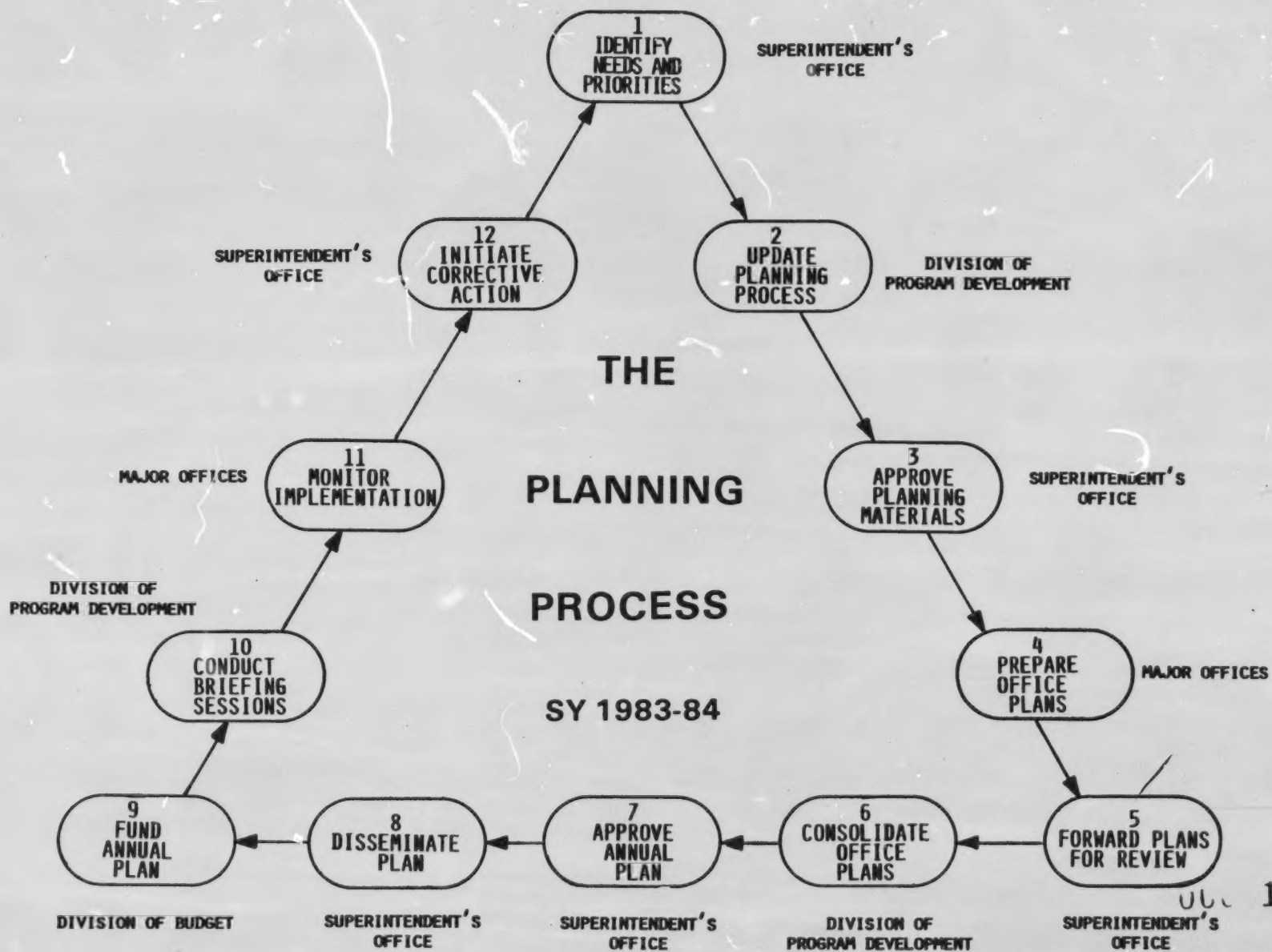
**The Planning Process
in DCPS**

● THE PLANNING PROCESS, SY 1983-84

THE PLANNING PROCESS, SY 1983-84

Major steps in the Comprehensive Education Planning Process for the 1983-84 school year are listed below:

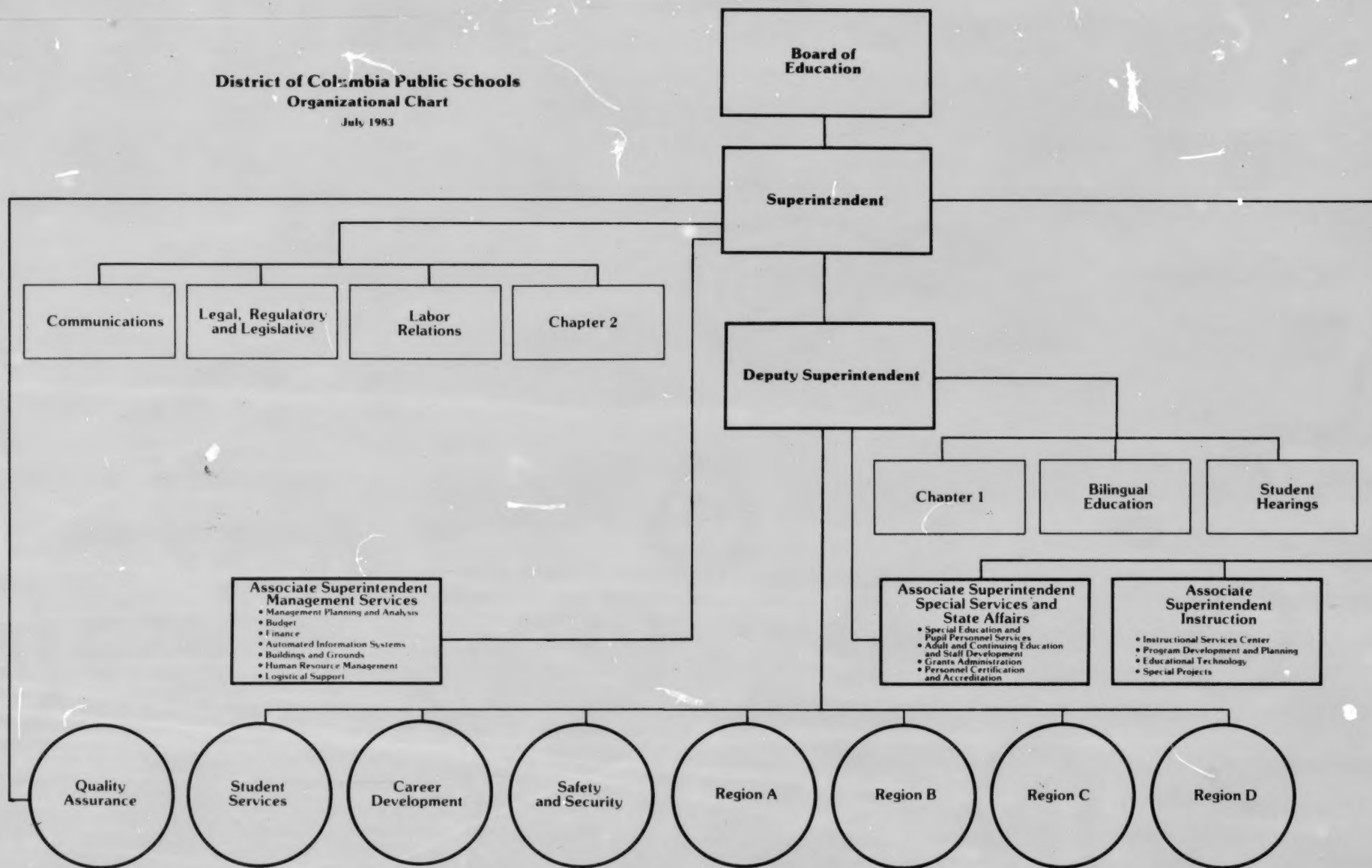
1. Superintendent's Office -- Reviews current systemwide philosophy, mission and goals; identifies systemwide needs; examines comprehensive plan purposes, programs and priorities based on appropriate data bases; identifies activities for reduction or expansion.
2. Division of Program Development -- Updates planning format and timetable, assumptions, resources and constraints, and planning process.
3. Superintendent's Office -- Approves and disseminates to major offices planning materials required to develop the Annual Plan for SY 1983-84.
4. Major Offices -- In conjunction with the planning office, review respective program mission, functions and long range and intermediate objectives; develop critical tasks for the completion of annual objectives, identify responsible unit(s), completion dates, and indicators for each task; formulate and recommend new or revised policy considerations and desirable office procedures for monitoring and evaluation; develop narrative descriptions of the major programmatic thrusts; submit plan to Superintendent's Office.
5. Superintendent's Office -- Forwards office plans to Program Development for inclusion in the Annual Plan.
6. Division of Program Development -- Reviews plans and coordinates plan revisions with major offices; consolidates major office plans into a Comprehensive Annual Education Plan; submits to Superintendent for review and approval.
7. Superintendent's Office -- Reviews and approves Annual Plan for implementation and dissemination.
8. Superintendent's Office -- Disseminates SY 1983-84 Annual Plan to administrators and supervisors at Summer Conference.
9. Division of Budget -- Notifies offices of approved FY 1983-84 program budget; establishes budget allotments; implements Board priorities in support of Annual Plan.
10. Division of Program Development -- Conducts briefing sessions for administrators, supervisors, and staff.
11. Major Offices -- Monitor implementation of plan, initiate corrective action as required, and submit periodic reports to Superintendent.
12. Superintendent's Office -- Reviews monitoring reports, initiates corrective action as required and identifies continuing or unmet needs.



● ORGANIZATIONAL CHART

**District of Columbia Public Schools
Organizational Chart**

July 1983



**Context for
Educational Planning**

● PHILOSOPHY

PHILOSOPHY

We believe that every child has an inherent right to an education which will enhance the development of maximum capability, regardless of sex, and ethnic, economic, social or religious background. We believe that every child has the ability to learn, and that we must build on this positive assumption. We believe that every child has an inalienable right to the tools which facilitate the achievement of personal goals and the fulfillment of obligations to society. Therefore, the District of Columbia Public School System pledges itself to meeting this challenge by providing a comprehensive educational program in an atmosphere that is open, concerned, and responsive to the needs of students and the community.

We believe that every individual has certain basic human needs, beyond educational needs, which must be addressed by the schools. We believe that the educational process must provide an environment in which all students are afforded the opportunity to obtain competencies which will help them survive as individuals and as members of society. We believe that the District of Columbia Public Schools must serve as a model for public institutions by providing the best possible educational programs, management systems, personnel, and leadership in attempting to reach its goals. To that end we are committed to the establishment of practices and programs which will insure the intellectual, physical, emotional, and esthetic well-being of all students.

● GOALS OF THE BOARD OF EDUCATION

GOALS OF THE BOARD OF EDUCATION 1/

- The promotion of a standard of excellence in achievement and endeavor through the establishment of an educational program designed to promote the attainment of knowledge, competencies, and skills;
- The promotion of a standard of excellence in achievement and endeavor through an instructional staff which meets high standards of preparation and performance;
- The establishment and implementation of a system for the continuous assessment and evaluation of the needs and achievements of students, teachers, administrators, individual schools and programs, and the educational support and management systems and personnel of the Public Schools;
- The equitable distribution of available resources and services to all students;
- The attainment of full public support for the school system and its educational programs, including the provision of sufficient resources for the attainment of program goals and objectives;
- The promotion of greater public awareness of the goals, objectives, programs, services, policies, and operation of the Public Schools, including awareness of the results of continuous assessment and evaluation of the school system;
- The promotion of greater public involvement in the attainment of the goals and objectives of the Public Schools.

1/ Rules of the Board of Education, General Educational Policy, Section 700.3.

- SUPERINTENDENT'S PRIORITY AREAS
SY 1983-87

SUPERINTENDENT'S PRIORITY AREAS
SY 1983-87

- Instruction
 - Competency-Based Curriculum/Student Progress Plan
 - Bilingual Education/Language Development
 - Special Education
 - Adult and Continuing Education
 - Application of Educational Technology
 - Organizational Structure of Schools
 - Secondary Education
 - Career Programs - Public/Private Partnerships
 - Career Development
 - Student Services
 - Instructional Supervision
- Management Improvement
 - Financial Reporting
 - Materiel/Logistical Services
 - Energy Conservation
 - Paperwork Reduction
 - Management Information System
 - Labor Relations
 - Management Analysis
 - Facilities Maintenance
 - Safety and Security
 - Reorganization of Central Administration
- Planning
 - Comprehensive Multi-Year Education Plan, SY 1983-87
 - One Year Plan, SY 1983-84
 - Facilities Plan
 - Public/Private Partnerships
 - Budget Plan
- Quality Assurance
 - Educational Research
 - Personnel/Program Evaluation
 - Student Assessment
 - Research on Educational Technology
- Resource Development
 - Block Grants
 - Corporate Relations
 - Staff Development
 - Zero Base Budget/Annual Budgets
 - UDC/DCPS Partnership
 - Personnel
- Community Relations/Board of Education

- GENERAL STATEMENT OF LONG RANGE OBJECTIVES
SY 1983-87

**GENERAL STATEMENT OF LONG RANGE OBJECTIVES
SY 1983-87**

OBJECTIVES

ACHIEVEMENT INDICATORS

I. INSTRUCTION

- | | |
|---|---|
| A. Within the availability of resources, and based upon the evaluations conducted by the University of the District of Columbia and the National Institute of Education, the Superintendent will modify and strengthen the implementation of the Competency-Based Curriculum and Student Progress Plan. | A.1. Modifications, revisions, and refinements in the design and implementation of the Competency-Based Curriculum; |
| | A.2. Provision of a comprehensive program of study for grades 9-12; |
| | A.3. The design and implementation of revised standards for grading and promotion on the secondary level; |
| | A.4. Improved instructional delivery system at all instructional levels; |
| | A.5. Expanded staff development opportunities in effective Competency-Based Curriculum strategies for teachers and administrators; |
| | A.6. The completion of the second phase of the evaluation of the Competency-Based Curriculum and Student Progress Plan by the University of the District of Columbia and the National Institute of Education. |
| B. Under the direction and leadership of the Superintendent, and through the concerted efforts of all instructional personnel, increase student performance in reading, language arts, mathematics, science, social studies, and the arts. | B. Improved student achievement on standardized tests and other indicators of academic performance. |

OBJECTIVES

I. INSTRUCTION - (Cont'd)

- C. Within the availability of resources, the Superintendent will ensure the provision of specialized instructional services for bilingual, gifted and talented, and special education students, and adults.
- D. Within available resources, the Superintendent will direct the development and application of technology to the solution of problems related to the improvement of classroom instruction and classroom management.
- E. Utilizing feedback on the current grade organizational structure, building base data and trends operational analysis, the Superintendent will direct a study of the school system's grade organization and the development of appropriate recommendations.
- F. Through established partnerships with the private sector, designed to complement existing academic programs, the Superintendent will improve educational and career options for secondary school students.

ACHIEVEMENT INDICATORS

- C. Upgraded and expanded programs and services for specialized student populations.
- D.1. Establishment of an Educational Technology Office;
- D.2. Implementation of a comprehensive systemwide Computer Literacy Program;
- D.3. Utilization of computers and other technologies to facilitate classroom instruction and classroom management;
- D.4. Planning for future uses of state-of-the-art technologies, i.e., interactive cable television, videodisc, electronic mailbox, teleconferencing, etc.
- E. Documented evidence of school organizational plan developed as a result of school data analysis and recommendations.
- F. Established public/private partnerships, programs in communications, computer science, engineering, business/finance, hospitality and health careers.

OBJECTIVES

ACHIEVEMENT INDICATORS

I. INSTRUCTION - (Cont'd)

G. Based upon the overall goals and objectives of career development, and the completion of the modernization of Career Development Centers, the Superintendent will direct the transition from traditional vocational programs and facilities to a comprehensive career development program.

H. Considering the need for effective supervision, the Superintendent will strengthen instructional supervision.

G.1. The development and implementation of a transition plan for a comprehensive career development program;

G.2. An established comprehensive career development program;

G.3. Availability of a wider range of career programs in modernized facilities.

H.1. The improvement in the quality of instructional supervision;

H.2. The implementation of practices that provide for maximum effectiveness in the utilization of supervisory services.

OBJECTIVES

ACHIEVEMENT INDICATORS

II. MANAGEMENT IMPROVEMENT

- A. In recognition of the importance of support services to the effective functioning of schools, the Superintendent will increase the efficiency of various administrative systems such as procurement, financial reporting, federal programs; and, initiate new efforts to increase energy conservation, reduce paperwork, and improve professional development opportunities.
 - A.1. Timely payments to vendors and internal audit verifications of established appropriated, non-appropriated, and local school funds;
 - A.2. Refined procurement process supported by current state-of-the-art automated support systems and prompt delivery of goods and services;
 - A.3. Reduced operational costs based upon energy conservation;
 - A.4. Increased in-service training opportunities for support services personnel;
 - A.5. Reduction of paperwork through the development and implementation of a coordinated, streamlined, uniform reporting system.
- B. Using available resources, the Superintendent will plan, develop and implement a system for the management of DCPS data and information.
 - B.1. A comprehensive plan for the collection, processing and management of data;
 - B.2. Implementation of a Management Information System.
- C. In accordance with the guidelines of the Board of Education, the Superintendent will administer current labor-management agreements and direct the negotiation of their renewal.
 - C.1. Maintenance of good labor-management relations;
 - C.2. Completion of negotiations of expired labor-management contracts.
- D. Under the direction and leadership of the Superintendent, management analysis services will be provided to offices, divisions, and regions to increase the efficiency and effectiveness of selected programs and operations.
 - D.1. Development of management analysis reports on various programs and operations;
 - D.2. Implementation of approved recommendations;
 - D.3. Increased efficiency and effectiveness of selected programs and operations.

OBJECTIVES

II. MANAGEMENT IMPROVEMENT (Cont'd)

- E. Within available resources, the Superintendent will improve the maintenance of school properties through increasing the efficiency of maintenance and repair operations.
- F. Recognizing the necessity for an environment conducive to learning, and within available resources, the Superintendent will upgrade the provisions for safety and security.
- G. Taking into account changes required by the advent of new technologies, methodologies, and limited financial resources, the Superintendent will examine the organizational structure of the central administration and modify, realign and/or reorganize as required.

ACHIEVEMENT INDICATORS

- E.1. Documented evidence of reductions in contract support for maintenance and repairs;
- E.2. Reduction in requests from Buildings and Grounds supervisors.
- F.1. A comprehensive analysis of safety and security procedures;
- F.2. Significant reduction in incident reports.
- G. Modified, realigned and/or reorganized organizational structure.

OBJECTIVES

ACHIEVEMENT INDICATORS

III. PLANNING

- | | |
|--|--|
| A. Using available staff and resources, the Superintendent will design and implement a comprehensive multi-year plan for SY 1983-87 (including a facilities plan) from which a one year Comprehensive Education Plan for SY 1983-84 will be extracted. | A.1. Completion of multi-year Comprehensive Education Plan for SY 1983-87; |
| | A.2. Completion of Comprehensive Education Plan for SY 1983-84; |
| | A.3. Updated multi-year plan through the development of annual plans. |
| B. Using available staff and resources, the Superintendent will design and establish public/private partnerships. | B.1. Conceptual designs for specific public/private partnerships; |
| | B.2. Negotiated public/private agreements. |
| C. In accordance with the <u>Rules</u> of the Board of Education, the Superintendent will develop annual budget plans for the multi-year planning period, SY 1983-87. | C. Annual budget plans for the multi-year planning period, SY 1983-87. |

OBJECTIVES

ACHIEVEMENT INDICATORS

IV. QUALITY ASSURANCE

- | | |
|---|--|
| A. Utilizing available staff and resources, the Superintendent will identify research issues and direct the design and implementation of educational research projects which support the priority areas of the school system. | A.1. Established research projects in identified priority areas; |
| B. Using available staff and resources, the Superintendent will design and implement an accountability system which provides for a more objective and effective evaluation of personnel and programs. | A.2. Reported results of research projects. |
| C. In accordance with the <u>Rules</u> of the Board of Education, and the ongoing assessment and evaluation of the instructional program and student achievement, the Superintendent will establish and implement an approved citywide testing program. | B.1. An operationalized accountability system; |
| D. Utilizing available resources, the Superintendent will survey the state-of-the-art in educational technology in support of the improvement of student achievement, classroom instruction and management. | B.2. Evaluation reports on educational programs. |
| | C. Implementation of the approved City-wide Assessment Program and the reporting of assessment data in accordance with the <u>Rules</u> of the Board of Education. |
| | D. Research reports on application of educational technology in improving student achievement, classroom instruction and management. |

OBJECTIVES

ACHIEVEMENT INDICATORS

V. RESOURCE DEVELOPMENT

- | | |
|--|---|
| A. In accordance with federal, state, and local regulations, the Superintendent will administer state level block grant programs and monitor the distribution of funds and operation of programs by local education agencies. | A.1. Effective utilization of block grant funds to complement regular appropriated funds for education; |
| B. Under the direction and leadership of the Superintendent, DCPS will explore the feasibility of establishing public/private partnerships for potential involvement in designing and implementing educational programs. | A.2. Reports and recommendations on waste, fraud and abuse.

B.1. Exploratory meetings/conferences with private sector representatives;
B.2. Informal commitments for public/private partnerships. |
| C. Recognizing the need to upgrade skills, and within available resources, the Superintendent will provide in-service training opportunities for instructional, administrative, and support staff. | C. Provision of in-service training opportunities for school system personnel. |
| D. Under the leadership and direction of the Superintendent, and through the concerted efforts of offices, divisions, and regions, prepare and submit to the Board of Education a zero-base budget for SY 1984 and annual budgets for the multi-year period, SY 1983-87. | D. Approved zero-base budget for SY 1984 and annual budgets for SY 1983-87. |

OBJECTIVES

ACHIEVEMENT INDICATORS

V. RESOURCE DEVELOPMENT (Cont'd)

E. Recognizing the necessity for coordination and cooperation between publicly-supported educational institutions in the District of Columbia, the Superintendent will further develop the partnership between the University of the District of Columbia and the public school system.

F. In recognition of the primary importance of personnel to the effective functioning of the schools, the Superintendent will maximize the use of personnel through improved supervision, effective personnel procedures, and increased opportunities for staff development.

E. Expanded coordination and cooperation with the University of the District of Columbia.

F.1. Documented evidence of review of current supervisory and personnel procedures;

F.2. Recommendations for revising and strengthening supervisory procedures;

F.3. Implementation of improved personnel and supervisory procedures.

OBJECTIVES

ACHIEVEMENT INDICATORS

VI. COMMUNITY RELATIONS/BOARD OF EDUCATION

- | | |
|---|---|
| A. The Superintendent will keep the Board of Education and various DCPS constituencies informed on the issues, needs and operations of the District of Columbia Public Schools. | A. The timely submission of Board reports, memoranda, bulletins, news releases, general publications, and regular schedule of Board-Superintendent conferences, and community meetings. |
| B. The Superintendent will support and advocate the policies of the Board of Education to the staff and the public. | B. The issuance of directives and memoranda directly related to Board policies, monitoring of implementation of Board policies, discussion of Board policies in staff meetings and meetings with citizens, and the dissemination of news releases and other informative documents and publications. |
| C. The Superintendent will increase opportunities for community participation in the educational process. | C. The expansion of formal and informal means for community participation in local, regional and central operations and programs. |

- PLANNING ASSUMPTIONS, SY 1983-84

PLANNING ASSUMPTIONS SY 1983-84

- The Superintendent's Priority Areas and General Statement of Long Range Objectives will continue in force during SY 1983-84.
- The goals of the Board of Education and the mission of the District of Columbia Public Schools will remain the same throughout SY 1983-84.
- During SY 1983-84, the administrative and grade level organizational structures of the schools will be examined as new factors, (i.e., technology, limitations of resources, decline in enrollment, research in priority areas), are taken into account.
- The SY 1983-84 school year shall include a minimum of 184 regular instructional days unless otherwise directed by the Superintendent in consultation with the Board of Education.
- Based upon the evaluations conducted by the University of the District of Columbia and the National Institute of Education, the Competency-Based Curriculum and Student Progress Plan will be modified and strengthened.
- Emphasis will be placed upon improving the instructional delivery system at the secondary level, including the implementation of the Competency-Based Curriculum and revised standards for grading and promotion.
- During SY 1983-84, programs will be developed to serve specialized student populations, including bilingual, gifted and talented, and special education students and adults.
- Educational technology will be used to improve classroom instruction and classroom management.
- Increased career options for secondary school students will be generated through the development and implementation of public/private partnership programs.
- The assessed needs of individual students, ranked instructional goals, skills classification categories, and summarized levels of performance on psycho-educational assessment batteries will be used in establishing an Individualized Education Program (IEP) for each identified handicapped child, which is compatible with the established priorities for implementing components of the Competency-Based Curriculum.
- A variety of data on students will be available on a restricted basis at the local school, regional and central levels, including, but not limited to, membership data, attendance data, health data and certain test results.
- The citywide student assessment program will assist in providing data on the extent of student progress on the achievement of the CBC instructional objectives.

- Enrollment Projections:

	<u>1983-84</u>	<u>1984-85</u>
Elementary	48,500	48,300
Junior High	19,400	18,500
Senior High	18,300	17,700
Special Education	2,900	2,900
Adult & Continuing Education	20,000	22,000
Other	800	800

- Modernization of Career Development Centers will be completed in order to make the transition from traditional programs to integrated career development programs.
- Instructional supervision and services will be strengthened through effective personnel procedures and increased opportunities for staff development.
- A management information system using state-of-the-art technology will be developed.
- Operations and procedures of the school system will be reviewed and revised, if necessary, in relation to the established goals and priority objectives and the need for increased efficiency of administrative systems.
- The perceived needs of students, ranked instructional goals, five skills classification categories, and perceived level of performance of the school system as determined through the systemwide needs assessment and the results of students' performance on criterion-referenced tests and norm-referenced tests will be used as guiding factors in establishing system priorities, and implementing the Competency-Based Curriculum.
- The expected FY 1984 level of funding in the regular budget will be \$326,000,000.
- The expected FY 1984 level of funding in federal grants will be approximately \$37,000,000 while approximately \$3,000,000 is expected from private sources and other grants.
- The percentage of the budget distributed to the major objects (salaries and benefits, supplies and materials, energy and communication, other services and charges, subsidies and transfers, equipment rental) will remain fairly constant.
- High technology applications to management information data will provide schools with computer capability to receive, manage and utilize budget data.
- Block grants will modify the allocation of funds, reporting requirements and mechanisms and the administration of the federal grant programs.

- The increase in the per pupil allotments for supplies, materials and equipment will be offset by a concomitant increase in the costs of these items.
- Allocations of personnel and materials resources will be established on the basis of the March projected student enrollment by school, and adjusted on the basis of the October membership report.
- Instructional personnel and non-instructional personnel will be allocated on an equal basis in all regular schools based upon established criteria.
- Maximum utilization of facilities and space will continue to be a priority.
- Excess space in school facilities will be available for joint occupancy or occupancy by other agencies and non-profit organizations.
- Increased efficiencies in maintenance and repair operations will be realized during SY 1983-84.
- The school system will be able to take advantage of economies resulting from better utilization of school building space and rechannel these savings.
- The Board of Education will administer four labor-management agreements during SY 1983-84; contract proposals for labor-management agreement will be developed.
- An improved accountability system providing a more objective and effective evaluation of personnel will be designed.
- Automation of procurement, equipment inventory, transportation and menu planning will begin during SY 1983-84.
- Information/data for administrative research will be consolidated and automated to minimize paperwork.
- Research capacity in priority areas will be strengthened through increased coordination with the expanded use of advanced graduate students in area institutions of higher education.
- The financial needs reflect increases in salaries of 8% for fiscal year 1984 for teachers and 7% for other employee groups.
- The total number of classroom teachers will continue to decline in proportion to the decline in student population. To maintain the SY 1982-83 pupil/teacher ratio, the decline in teachers was originally estimated to be 126 in FY 1984; however, the current student population is projected to decline at approximately 2% rather than the original projection of 3% annually. Additional teachers will be required.
- The savings derived from the decline in student membership will be directed toward technological needs in instruction, educational management, equipment replacement and professional development. The level of funds to be redirected in FY 1984 is estimated to be approximately \$3,600,000.
- Energy increases of approximately 5% per year are expected to be maintained due to deregulation and the high cost of research.

● RESOURCES

Facility Resources 1/

FY 1983

Elementary Schools	123
Elementary-Junior High Schools	2
Junior High Schools	27
Senior High Schools	13
Special Education Schools	4
Career Centers	7
Adult and Continuing Education Centers	3
Administrative Buildings	2
Management Services Buildings	15
Other Property Involvements	<u>5</u>
Total	201

Prepared by
Division of Program Development
Facilities Planning Branch
October 1982

AVAILABLE FUNDS

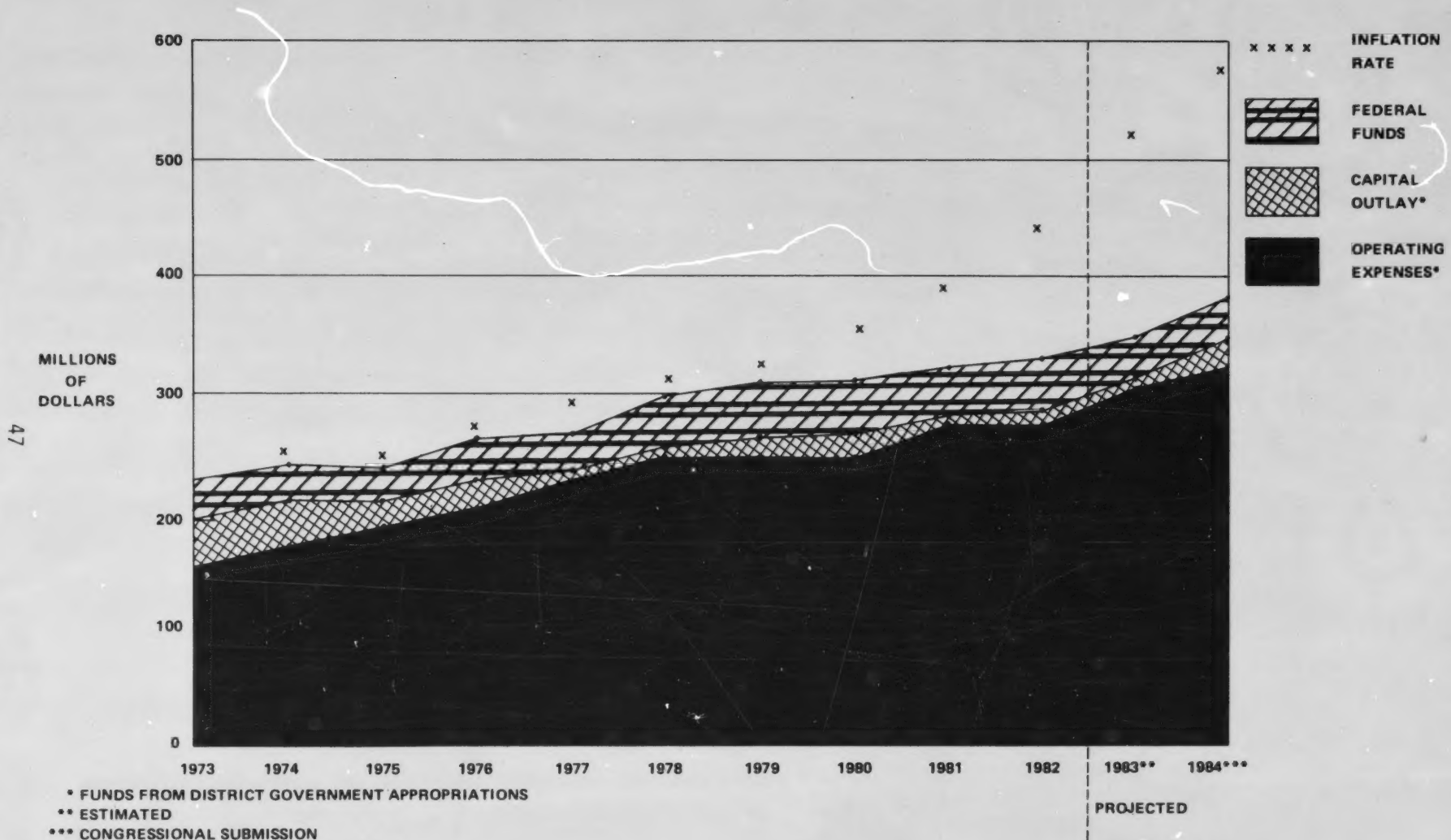
FISCAL YEAR 1/	OPERATING EXPENSES	CAPITAL OUTLAY	FEDERAL FUNDS	TOTAL
1973	\$154,769,800	\$37,779,700	\$29,670,618	\$222,220,118
1974	168,919,200	37,459,700	32,873,719	239,252,619
1975	138,673,500	16,942,500	32,279,700	237,895,700
1976	203,980,600	18,057,800	38,175,724	260,214,124
1977	224,787,100	834,000	40,281,535	265,902,635
1978	245,008,600	10,761,500	42,585,100	298,355,200
1979	253,289,100	12,100,000	44,130,300	309,519,400
1980	243,784,500	22,138,900	45,702,800	311,626,200
1981	279,482,800	1,162,500	41,770,100	322,415,400
1982	272,278,300	14,480,000	44,661,500	331,419,800
1983 (Estimated)	306,517,800	8,000,000	40,058,400	354,576,200
1984 (Congressional Submission)	326,000,000	19,830,000	36,925,300	382,755,300

1/ Actual expenditures including supplementals, where appropriate, are reflected from FY 1973-82.

Note: Starting FY 1980 Teachers' Retirement, which approximates \$22,000,000, was transferred to the City Government.

Prepared by
Division of Budget
May 1983

AVAILABLE FUNDS



SOURCE: DIVISION OF BUDGET, MAY 1983

PREPARED BY
DIVISION OF PROGRAM DEVELOPMENT
JULY 1983

BUDGET RESOURCES*
(In Thousands of Dollars)

Description	FY 1983 Actual	FY 1984 Estimated	FY 1985 Estimated
<u>Budget Resources</u>			
Appropriated Budget	\$306,517.8	\$326,000.0	\$348,820.0
Federal Grants Assistance	40,058.4	36,925.3	33,602.0
Private and Other Grants	2,608.9	2,011.6	2,000.0
Intra-District Sales	1,186.2	633.9	600.0
Gross Operating Budget	<u>\$350,371.3</u>	<u>\$365,570.8</u>	<u>\$385,022.0</u>
<u>Budget Allocations by Object</u>			
Salaries and Benefits	\$291,088.5	\$303,672.3	\$319,876.3
Other Operating Costs:			
Supplies and Materials	11,562.3	12,067.4	12,705.7
Energy, Communications and Building Rentals	19,866.1	20,743.1	21,830.7
Other Services and Charges	11,071.7	11,564.4	12,166.7
Subsidies and Transfers	10,406.0	10,859.1	11,435.2
Equipment and Equipment Rentals	6,376.7	6,664.5	7,007.4
Total Operating Budget	<u>\$350,371.3</u>	<u>\$365,570.8</u>	<u>\$385,022.0</u>

* Includes all available funds.

Prepared by
Division of Budget
May 1983

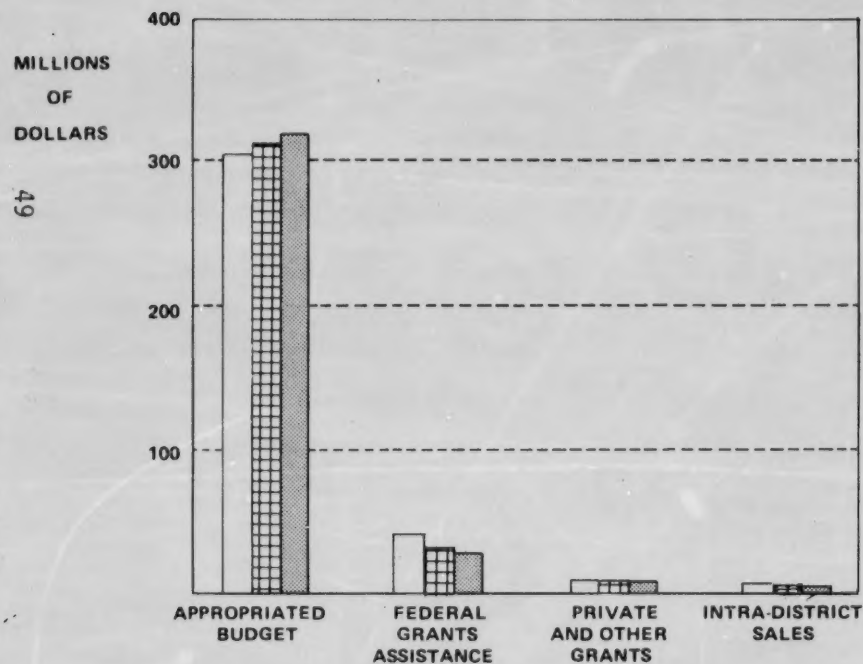
BUDGET RESOURCES

FY 1983, 1984, 1985

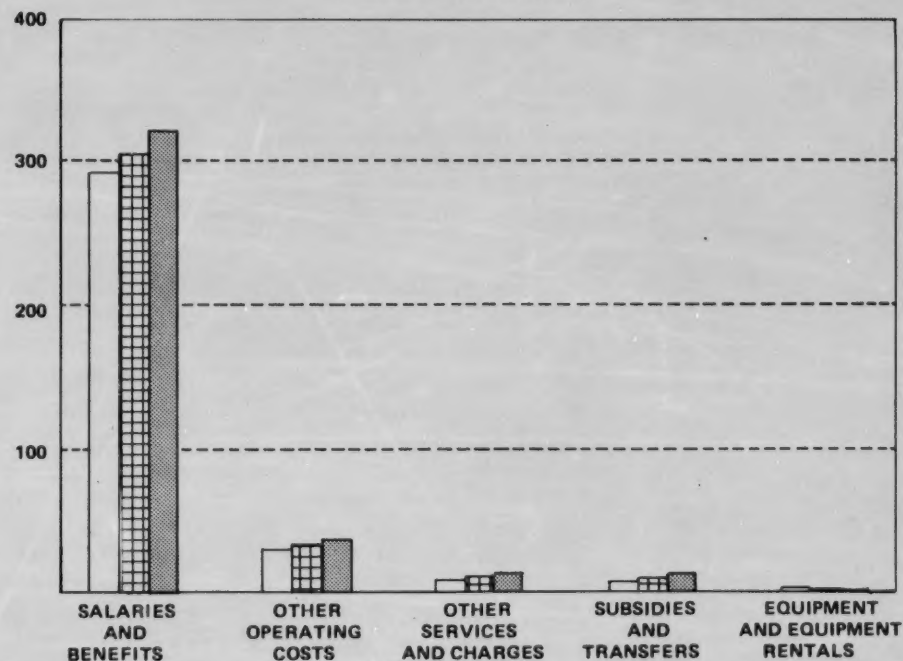
OPERATING BUDGET
(INCLUDING ALL AVAILABLE FUNDS)

	FY 1983 ACTUAL	\$350,371,300
	FY 1984 ESTIMATED	\$365,570,800
	FY 1985 ESTIMATED	\$385,022,000

ALL BUDGET RESOURCES



ALL BUDGET ALLOCATIONS BY
OBJECT CATEGORIES



SOURCE: DIVISION OF BUDGET, JULY 1983

PREPARED BY
DIVISION OF PROGRAM DEVELOPMENT
JULY 1983

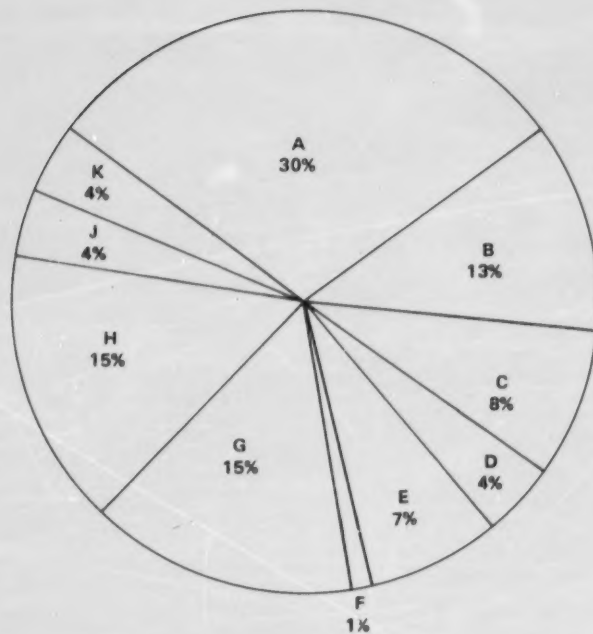
**BUDGET TOTALS BY CATEGORY
APPROPRIATED FUNDS FOR FY 1984**

<u>Main Objects</u>	<u>Budgeted Amount</u>	<u>Funded Positions</u>
Elementary Education	\$ 95,739,348	3,086
Junior High Education	40,932,420	1,321
Senior High Education	27,257,358	861
Career Development	12,662,527	379
Special Education	25,630,915	671
Continuing Education	4,571,096	106
Central Services	32,996,680	1,505
Facilities	63,247,649	1,587
Instructional Support	11,244,107	363
Central Management	11,717,900	413
Total	\$326,000,000	10,292

Prepared by
Division of Budget
July 1983

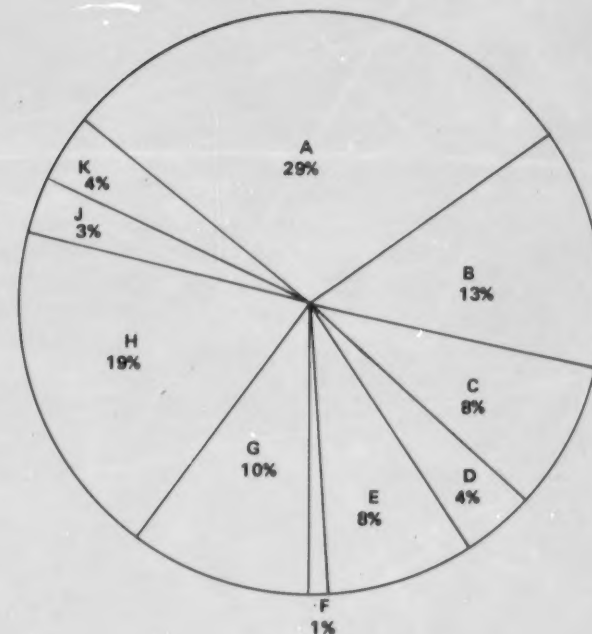
BUDGET TOTALS BY CATEGORY
APPROPRIATED FUNDS
FY 1984

FUNDED POSITIONS *
TOTAL: 10,292



- A. ELEMENTARY EDUCATION
- B. JUNIOR HIGH EDUCATION
- C. SENIOR HIGH EDUCATION
- D. CAREER DEVELOPMENT
- E. SPECIAL EDUCATION
- F. CONTINUING EDUCATION
- G. CENTRAL SERVICES
- H. FACILITIES
- J. INSTRUCTIONAL SUPPORT
- K. CENTRAL MANAGEMENT

BUDGET
TOTAL: \$326,000,000



* INCLUDES AUTHORIZED FULL-TIME POSITIONS OF 9,248 PLUS OTHER REGULAR PAY EMPLOYEES.

SOURCE: DIVISION OF BUDGET, JULY 1983

PREPARED BY
 DIVISION OF PROGRAM DEVELOPMENT
 JULY 1983

**BUDGET TOTALS BY FUNCTION
APPROPRIATED FUNDS FOR FY 1984**

Function	Budgeted Amount
A. Classroom Instruction	\$126,673,675
B. Small Group and Individual Instruction	21,869,856
C. Vocational/Technical Instruction	16,548,523
D. General Instructional Support	26,789,214
G. Pupil Services	6,692,202
J. Curriculum Development	2,165,588
K. Staff Development	1,026,541
N. Food Services	11,753,512
P. Buildings Operation and Maintenance Services	61,747,785
Q. Construction Services	400,768
R. Financial Services	2,199,342
S. Business Services	4,159,397
T. Transportation Services	6,663,191
U. Personnel Services	5,127,076
V. Data Processing Services	1,674,180
W. Special Services	4,469,705
X. Internal Accounts	-890,367 *
Z. Management and Policy	26,929,812
Total	\$326,000,000

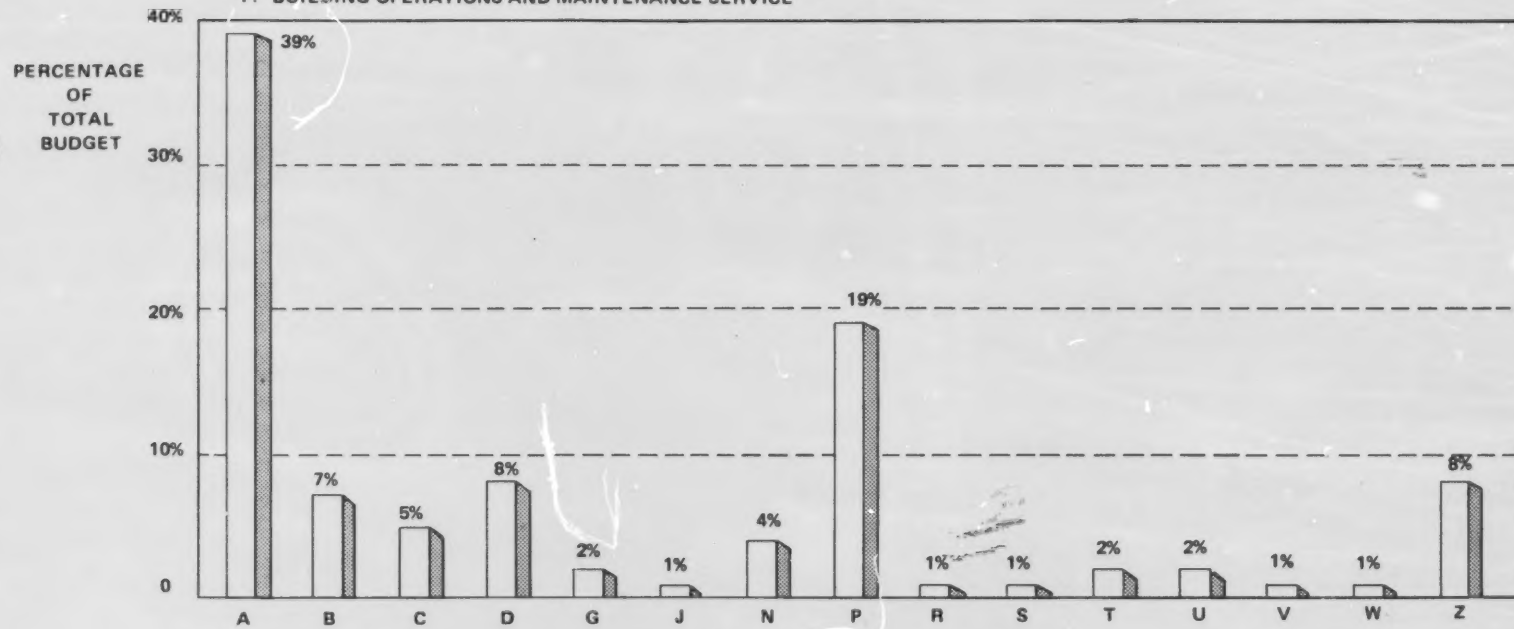
* This item is the net effect of a negative vacancy adjustment and positive budget figures for a Non-Personnel Contingency Fund, Terminal Leave, Severance Pay, Degree Differential and Sick Leave Buy-Back.

Prepared by
Division of Budget
July 1983

BUDGET BY FUNCTION* FY 1984

A. CLASSROOM INSTRUCTION
B. SMALL GROUP AND INDIVIDUAL INSTRUCTION
C. VOCATIONAL/TECHNICAL INSTRUCTION
D. GENERAL INSTRUCTIONAL SUPPORT
G. PUPIL SERVICES
J. CURRICULUM DEVELOPMENT
N. FOOD SERVICES
P. BUILDING OPERATIONS AND MAINTENANCE SERVICE

R. FINANCIAL SERVICES
S. BUSINESS SERVICES
T. TRANSPORTATION SERVICES
U. PERSONNEL SERVICES
V. DATA PROCESSING SERVICES
W. SPECIAL SERVICES
Z. MANAGEMENT AND POLICY



* FUNCTIONS OF LESS THAN 1% OF THE BUDGET ARE: K. STAFF DEVELOPMENT, Q. CONSTRUCTION SERVICES, AND X. INTERNAL ACCOUNTS.
THE TOTAL ESTIMATED APPROPRIATED BUDGET IS \$326 MILLION.

SOURCE: DIVISION OF BUDGET, JULY 1983

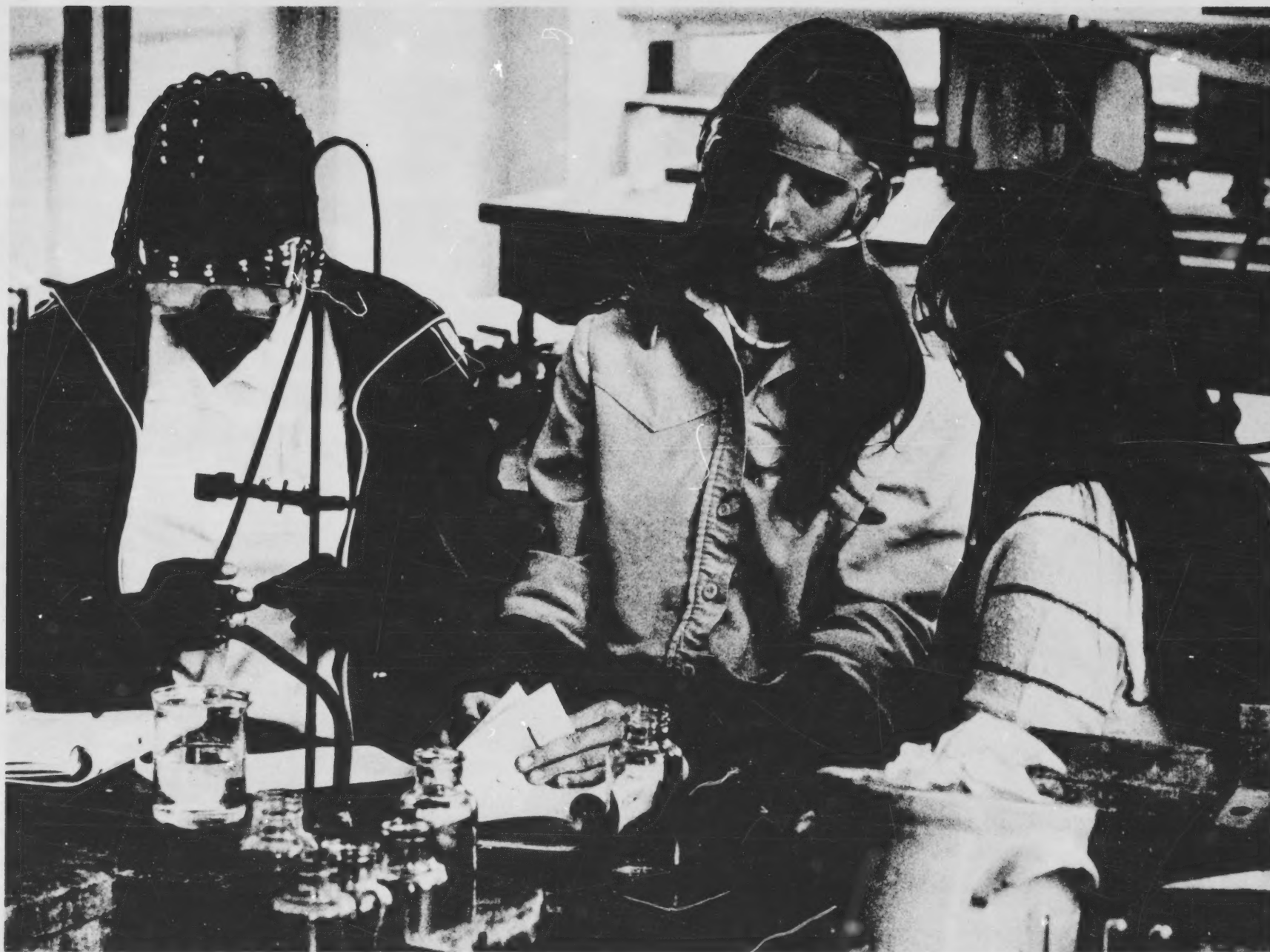
PREPARED BY
DIVISION OF PROGRAM DEVELOPMENT
JULY 1983

• CONSTRAINTS

CONSTRAINTS

- All budgets, both regular and federal, will be under severe pressure for reduction.
- The delivery of education, health, social, mental health and related services from appropriate District agencies is inhibited by lack of adequate resources.
- There are no public guidelines or formulae for the determination of the share of city resources to be designated for Public Schools. Each year's budget is therefore a random determination by the Mayor and City Council. Lack of such a foundation for long range planning impedes the ability to target those components of the educational program that require priority consideration.
- The Board of Education has the authority to negotiate pay raises but is dependent upon the city to seek the required appropriations for such pay raises.
- The absence of clearly delineated municipal agency accountability and practices regarding the total welfare of handicapped children impacts on the overextended use of public school special education resources.

● DESIRED LEARNING OUTCOMES



60

61

DESIRED LEARNING OUTCOMES

The following represent the instructional goals of the District of Columbia Public Schools. They center, in order of priority, on developing in students:

INSTRUCTIONAL GOALS

1. A command of fundamental communication skills . . .
2. A command of the skills that constitute mathematical, scientific, and technological literacy . . .
3. The ability to think critically, constructively and creatively . . .
4. A command of the skills that promote sound physical, mental and emotional health . . .
5. The attitudes and self-discipline necessary to meet everyday situations realistically . . .
6. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group . . .
7. The skills and attitudes necessary to planning one's future . . .
8. The ability to demonstrate marketable skills which may lead to economic independence . . .
9. The ability to relate knowledge and capabilities to individual needs and aspirations . . .
10. A command of the analytical skills which lead to sound consumer practices . . .
11. The ability to use leisure time wisely and constructively . . .
12. An understanding of the cultural, economic, and political backgrounds of the peoples and nations of the world and their interrelationships . . .
13. Knowledge of governmental processes and the implications of changing political times . . .
14. The knowledge, interpretation and appreciation of literature and the visual and performing arts . . .

TERMINAL OBJECTIVES

Students in Pre-K through 12, given materials and instruction appropriate to their developmental levels, will be able to:

1. Demonstrate a command of fundamental communication skills by . . .
 - a. Responding to a variety of situations in a manner which indicates purposeful and attentive listening;
 - b. Applying oral and written communication skills for effective self-expression;
 - c. Applying skills in interpreting non-verbal communication;
 - d. Utilizing appropriate reading skills necessary for comprehension;
 - e. Deriving meanings from non-print media and utilizing these as a means of communication;
 - f. Applying learned language skills in meeting personal and social needs in human relationships.
2. Demonstrate a command of the skills that constitute mathematical, scientific, and technical literacy by . . .
 - a. Applying computational skills to everyday situations;
 - b. Applying analytical skills in interpreting commonly encountered situations;
 - c. Finding solutions to given problems by using a logical process which includes stating the problems, identifying the variables, collecting needed information, assigning values to alternate solutions, and arriving at a consciously made decision;
 - d. Investigating given phenomena using an orderly process of observing, hypothesizing, identifying and controlling variables, collecting data, and drawing defensible conclusions;
 - e. Measuring linear distance, volume, weight, mass, and temperature using metric and customary units;
 - f. Applying knowledge of the basic concepts of science, mathematics, and technology to everyday life.

3. Demonstrate the ability to think critically, constructively, and creatively by . . .
 - a. Collecting and interpreting information from various sources;
 - b. Applying skills which are helpful for artistic and creative self-expression;
 - c. Applying skills which are helpful in perceptive thinking and a logical progression toward independent decision making.
4. Demonstrate a command of the skills that promote sound physical, mental, and emotional health by . . .
 - a. Establishing a life-long program of physical fitness activities;
 - b. Applying knowledge and skills related to mental and emotional fitness to a personal everyday program for successful living;
 - c. Being constantly aware of the physical, mental, and emotional factors which interact to control one's total well being.
5. Demonstrate attitudes and self-discipline necessary to meet everyday situations realistically by . . .
 - a. Recognizing and exercising responsibilities to self, family, school and community;
 - b. Making reasonable choices from among feasible alternatives.
6. Demonstrate an understanding and appreciation of intergroup relationships and acceptance of responsibility within the group by . . .
 - a. Participating in the processes of group relationships;
 - b. Exhibiting a cooperative attitude toward living and working with others;
 - c. Displaying respect for minority opinions and acceptance of majority decisions;
 - d. Displaying appreciation and respect for the worth and dignity of individuals;
 - e. Exhibiting an awareness of the interdependence of members of the group.
7. Demonstrate skills and attitudes necessary to planning one's future by . . .
 - a. Articulating an awareness of the changing nature of society;
 - b. Applying the skills necessary for functioning effectively in the future;
 - c. Exhibiting competence in establishing goals and setting realistic priorities for everyday living.

8. Demonstrate marketable skills which may lead to economic independence by . . .
 - a. Developing a system for continuous examination of personal goals and life styles to ascertain their contributions toward economic independence;
 - b. Exhibiting an appreciation and respect for the dignity of work;
 - c. Acquiring marketable skills needed for economic independence;
 - d. Developing a system for continuous examination of alternative career choices.
9. Demonstrate the ability to relate knowledge and capabilities to individual needs and aspirations by . . .
 - a. Exhibiting positive and realistic self-concepts;
 - b. Exhibiting sensitivity to the importance of acquiring and developing individual capabilities to the fullest;
 - c. Exhibiting attitudes and skills that allow for the realization of lifelong aspirations.
10. Demonstrate a command of the analytical skills which lead to sound consumer practices by . . .
 - a. Acquiring an understanding of economic principles;
 - b. Developing competencies in the management of money on short and/or long term bases;
 - c. Applying skills necessary for collecting information, identifying choices, and making thoughtful purchasing decisions.
11. Demonstrate the ability to use leisure time wisely and constructively by . . .
 - a. Applying skills in reading for pleasure and recreation;
 - b. Acquiring the ability to participate in lifetime sports as a spectator, individual participant, and/or team member;
 - c. Creating channels for hobby and avocation activities;
 - d. Exhibiting creative and inventive abilities for leisure time activities;
 - e. Identifying resources available in the city and greater metropolitan area.

12. Demonstrate understanding of the cultural, economic, and political backgrounds of the peoples and nations of the world and their interrelationships by . . .
 - a. Describing neighborhood, school, community and city history and customs;
 - b. Relating the roles and contributions of ethnic and minority groups to our nation's growth and progress;
 - c. Describing the impact of geographic, political, social, cultural factors and historical events that have shaped the lives of people;
 - d. Recognizing the interdependence of races, creeds, nations and cultures;
 - e. Exhibiting an appreciation for one's own heritage.
13. Demonstrate knowledge of governmental processes and the implications of changing political times by . . .
 - a. Interpreting the purposes, principles, structure, and changing relationships among the components of government;
 - b. Identifying and analyzing the sources of power and their influence upon the operation of government;
 - c. Utilizing knowledge about governmental functions and services for the well being of the individual;
 - d. Assuming the duties, responsibilities and rights of citizens.
14. Demonstrate knowledge, interpretation and appreciation of literature and the visual and performing arts by . . .
 - a. Identifying and describing the contributions of various ethnic groups to the art and literature of our country;
 - b. Acquiring a world view of the human condition through examination of representative contributors to the areas of art, literature, and music.

● ANALYSIS OF TEST RESULTS

ANALYSIS OF TEST RESULTS FOR MAY 1982 AND MAY 1983

GRADE EQUIVALENT SCORES

For the first time in more than ten years, third and sixth graders in the District of Columbia Public Schools are above the national norm in five of the six areas tested by the Comprehensive Tests of Basic Skills. Also, the scores for third, sixth, eighth, ninth, and eleventh graders are improved from the preceding year in all skill areas which were tested.

Third grade results for the current school year indicate that the median score exceeded the national norm in all areas tested. Third graders obtained median scores that ranged from one month above the national average in Reading to six months above the national average in Science. When compared to the 1982 scores, this year's third grade scores show improvements from one month in Reading to seven months in Science. The average overall achievement, as indicated by the Total Battery score, is 4.0. The Total Battery score is a composite of the Reading, Mathematics and Language scores.

At the elementary level, sixth graders recorded the most improved scores when compared to similar students tested May 1982. This year's sixth grade scores show improvements from two months in Social Studies to one year four months in Language. The Science scores are also more than one grade higher than the previous year. Social Studies is the one subject area that is below the sixth grade national norm. The remaining scores range from one month above the national norm in Reading to nine months above the national norm in Language. Reference Skills continue the historical pattern of being the skill area recording the highest scores at the sixth grade and for the other grade levels as well.

The test performance of eighth grade students is included in the systemwide student assessment report for the first time. At grade eight, only the three subject areas which compose the Total Battery are tested. Mathematics scores are three months below the national average -- Language and Reading are more than one grade below.

Although median scores for ninth graders range from two months below the national norm of 9.8 in Mathematics to one year eight months below the national norm in Science, the scores in all subject areas are improved from last year's results. Overall achievement is 8.8, one year below the national norm, however, five months higher than for the previous year. At grade 11, scores range from one year five months below the national norm in Language to two years five months below the national norm of 11.8 in Science. Overall average achievement is one year eight months below the national norm.

In comparison to the other grades tested, this year's eleventh grade scores show the most improvement from the previous year. For three of the six skill areas - Reading, Mathematics and Science - grade 11 results show the largest gain. The largest gain in Social Studies scores is reflected in the ninth grade scores, while the largest gain in Language is recorded for the sixth grade. Science is the skill area which shows more than one year gain at two grade levels, grade six and grade eleven.

With the exception of ninth grade Reading scores and both Reading and Mathematics scores at grade 11, the school system targets were met at all the remaining grades.

Comparative Results and Analysis for the Comprehensive Tests of Basic Skills
Grades 3, 6, 8, 9 and 11
(May 1982 and May 1983)

Skill Area Tested	MEDIAN SCORE														
	Grade Equivalent			Percentile			Grade Equivalent			Percentile			Grade Equivalent		
	1982	1983	1983	1982	1983	1983	1982	1983	1983	1982	1983	1983	1982	1983	1983
	GRADE 3			GRADE 6			GRADE 8			GRADE 9			GRADE 11		
Reading	3.8	3.9	56	6.2	6.9	52	--	7.4	35	7.9	8.4	37	9.2	10.1	30
Mathematics	3.9	4.3	64	6.6	7.3	59	--	8.5	48	8.7	9.0	43	9.0	9.9	35
Language	3.9	4.1	56	6.4	7.7	59	--	7.5	40	8.1	8.6	42	9.4	10.3	34
TOTAL BATTERY*	3.8	4.0	57	6.4	7.2	56	--	7.6	36	8.3	8.8	40	9.2	10.0	31
Science	3.9	4.6	67	6.2	7.3	55	--	--	--	7.4	8.0	38	8.1	9.3	29
Social Studies	3.6	4.0	57	6.0	6.2	47	--	--	--	7.8	8.7	43	9.7	10.3	36
Reference Skills	4.5	4.6	68	7.9	8.6	65	--	--	--	8.8	9.0	43	9.9	10.8	41
NATIONAL NORM	3.8		50	6.8		50	8.8		50	9.8		50	11.8		50
SYSTEMWIDE TARGET	3.8 (Reading)			6.8 (Reading)			--			8.8 (Reading)			10.2 (Reading)		
	3.9 (Mathematics)			6.8 (Mathematics)						8.8 (Mathematics)			10.0 (Mathematics)		

*Total Battery is a composite of the Reading, Mathematics and Language scores.

NATIONAL PERCENTILE SCORES

The percentile is a score which indicates the relative standing of DCPS students in comparison to students nationally on a scale which ranges from 1 to 99. The numerical index of 50 represents the national average for all grades and skill areas. A comparison of students at the four different grades shows that the third grade percentiles are above the national average for all the skill areas tested and higher than those of all other grades. At each subsequent grade, the percentile ranks are generally lower in relation to the third grade results. In addition to a comparison of the rank of students as a group at different grades for one test administration, percentile scores also allow comparisons of the rankings of the same group of students at two different test administrations. The comparison is made on the following chart to indicate the relative standing of the same group of students across time for two different administrations of the CTBS.

Taking into account the annual testing of all students in grades 3, 6, 9 and 11, the present sixth grade class was the third grade group in the 1980 test data. The present eighth grade class was the sixth grade group in the 1981 test data, ninth graders composed the sixth grade class in 1980 and the eleventh graders composed the ninth grade group in the 1981 test data. The present sixth grade class (1983) is the only group of students showing an improvement in their percentile rank across time. For these students their percentile ranks are higher in all skill areas as the sixth grade class in 1983 than they were as the third grade class in 1980. Such is not the pattern for the comparisons for the 8th, 9th and 11th graders.

COMPARISON OF NATIONAL PERCENTILE SCORES FOR SAME GROUPS OF STUDENTS AT TWO TEST ADMINISTRATIONS

Skill Area Tested	Test Administration Dates and Grades Tested							
	1980 3rd	1983 6th	1981 6th	1983 8th	1980 6th	1983 9th	1981 9th	1983 11th
Reading	38	52	41	35	39	37	31	30
Mathematics	48	59	47	48	48	43	32	35
Language	40	59	46	40	44	42	35	34
TOTAL BATTERY	43	56	42	36	42	40	31	31
Science	47	55	41	--	44	38	32	29
Social Studies	38	47	42	--	37	43	36	36

ITEM ANALYSIS COMPARISON FOR GRADES 3, 6, 8, 9 AND 11

Tables 1 through 4 compare data for Reading, Mathematics, Language Arts and Science, respectively, which are common to grades 3, 6, 8, 9 and 11. The table indicates the percentage of correct responses for DCPS students to groups of items in specific subject areas. The discrepancy between the percentage of correct responses for D.C. students and the percentage of correct responses for the national group is also given in the column titled "Difference from National Group." Although the specific items are different at each grade level, a pattern emerged in which the discrepancy between the local students and the national norm group broadened as the grade level increased. For instance, for those Reading items which measure the Recall of Synonym (Vocabulary), the discrepancy between the percentage of correct responses for DCPS students and for students in the national group decreased from +5 percentage points at grade 3 to -11 percentage points at grade 11. This pattern was not reflected for all the types of items. For instance, the discrepancy was the same at grades 3 and 6 for Recall of Rule (Language Arts). In no instance was the discrepancy the same across all grades. It should also be noted that the national percentage of correct responses to items measuring specific areas varies from grade to grade. For example, for Addition items requiring computation, the percentage of correct responses nationally for grades 3, 6, 8, 9 and 11 were 80, 83, 61, 43 and 62 percent, respectively.

Prepared by
Division of Quality Assurance
June 1983

TABLE I

CTBS ITEM ANALYSIS SUMMARY/COMPARISON - READING AND LANGUAGE ARTS - 1983

Subject Areas	GRADE 3		GRADE 6		GRADE 8		GRADE 9		GRADE 11	
	% Correct Responses D.C.	Diff. from National Group	% Correct Responses D.C.	Diff. from National Group	% Correct Responses D.C.	Diff. from National Group	% Correct Responses D.C.	Diff. from National Group	% Correct Responses D.C.	Diff. from National Group
<u>READING VOCABULARY</u>										
Recall of Synonym	58	5	76	2	60	-9	41	6	55	-11
<u>READING COMPREHENSION</u>										
Literal Recall	64	3	67	8	60	-2	73	-2	35	-10
Rewording	53	1	66	3	59	-7	46	-10	55	-13
Context Clues	--	--	66	4	58	-7	31	-14	57	-15
Main Idea (Interpretation)	58	2	67	5	51	-8	47	-8	54	-12
Descriptive Words	59	1	75	6	53	-4	46	-1	62	-5
Conclusions	62	2	65	5	54	-9	52	-7	56	-10
Structure/Style Analysis	--	--	56	2	41	-8	46	-7	50	-14
<u>LANGUAGE SPELLING</u>										
Recall of Rule	76	4	83	4	72	-1	59	-2	67	-5
Context Clues	66	1	71	2	37	-6	42	-6	49	-3
<u>LANGUAGE MECHANICS</u>										
Punctuation	65	6	75	8	56	-5	64	-3	67	-5
Capitalization	70	4	78	10	63	0	70	5	67	-4
<u>LANGUAGE EXPRESSION</u>										
Usage	67	3	75	5	68	-3	64	-7	65	-7
Diction	75	3	70	3	64	-9	30	-14	37	-13
Syntactical Relationships	70	4	63	2	49	-9	59	-7	62	3
Organization	64	5	65	5	62	-4	56	-6	64	-8

TABLE 2

CTBS ITEM ANALYSIS SUMMARY/COMPARISON - MATHEMATICS - 1983

Subject Areas	GRADE 3		GRADE 6		GRADE 8		GRADE 9		GRADE 11	
	% Correct Responses D.C.	Diff. from National Group	% Correct Responses D.C.	Diff. from National Group	% Correct Responses D.C.	Diff. from National Group	% Correct Responses D.C.	Diff. from National Group	% Correct Responses D.C.	Diff. from National Group
<u>MATHEMATICS COMPUTATION</u>										
Addition	80	12	83	11	61	0	43	-6	62	-6
Subtraction	71	9	85	10	64	-1	38	-6	57	-7
Multiplication	80	20	85	11	63	3	42	-7	67	-4
Division	72	17	74	15	48	-3	38	-7	59	-5
<u>MATHEMATICS CONCEPTS</u>										
Interpretation:										
Number Systems/Properties	66	6	71	5	53	-4	43	-7	59	-10
Sets	--	--	78	2	--	--	40	-12	59	-10
Measurement	71	10	67	4	--	--	62	-3	85	-5
Problem Solving	--	--	62	2	--	--	48	-12	57	-21
Analysis:										
Problem Solving	--	--	73	2	--	--	50	-12	59	-16
<u>MATHEMATICS APPLICATIONS</u>										
Interpretation:										
Measurement	65	2	75	7	60	-3	27	-10	40	-25
Mathematical Sentences	--	--	83	8	53	-8	29	-11	48	-9
Problem Solving	55	4	65	4	63	-6	37*	-10*	45*	-14*
Reasoning	57	4	84	6	--	--				
Analysis:										
Problem Solving	52	1	49	-3	41	-7	20*	-8*	40*	-23*

*Problem Solving and Reasoning Combined.

TABLE 3

CTBS ITEM ANALYSIS SUMMARY/COMPARISON - SCIENCE - 1983

Subject Areas	GRADE 3		GRADE 6		GRADE 8		GRADE 9		GRADE 11	
	% Correct Responses D.C.	Diff. from National Group	% Correct Responses D.C.	Diff. from National Group	% Correct Responses D.C.	Diff. from National Group	% Correct Responses D.C.	Diff. from National Group	% Correct Responses D.C.	Diff. from National Group
<u>SCIENCE RECOGNITION</u>										
Chemistry	62	5	61	4	--	--	39	-12	55	-15
Physics	76	6	27	-5	--	--	37	-11	68	-7
Zoology	62	-1	74	8	--	--	32	-10	35	-32
<u>SCIENCE INTERPRETATION</u>										
Chemistry	--	--	62	5	--	--	45	-3	44	-12
Physics	41	5	42	0	--	--	--	--	42	-12
Earth Science	59	9	--	--	--	--	32	-3	44	-14
Zoology	81	12	71	3	--	--	40	-10	55	-11
<u>SCIENCE PREDICTIONS</u>										
Chemistry	--	--	--	--	--	--	44	-6	50	-8
Physics	38	5	58	1	--	--	51	-1	44	-3
Earth Science	--	--	--	--	--	--	39	-4	48	-12
<u>SCIENCE HYPOTHESIS EVALUATION</u>										
Chemistry	37	0	64	1	--	--	--	--	44	-10
Physics	54	10	--	--	--	--	36	-8	69	-11
Zoology	--	--	--	--	--	--	39	-8	41	-7

● SYSTEMWIDE TARGETS, SY 1983-84

SYSTEMWIDE TARGETS FOR STUDENT ACHIEVEMENT SY 1983-84

NORM-REFERENCED TESTS

- Using available instructional materials, equipment and personnel, obtain a systemwide median achievement in reading of 3.8 for regular students in the third grade and 6.8 for regular students in the sixth grade; and for regular students at the secondary level, obtain a systemwide median achievement in reading no lower than one year below the national norm as measured by the newly adopted standardized norm-referenced test to be administered in May 1984.
- Using available instructional materials, equipment and personnel, obtain a systemwide median achievement in mathematics of 3.8 for regular students in the third grade and 6.8 for regular students in the sixth grade; and for regular students at the secondary level, obtain a systemwide median achievement in mathematics no lower than one year below the national norm as measured by the newly adopted standardized norm-referenced test to be administered in May 1984.

CRITERION-REFERENCED TESTS

- Using available instructional materials, equipment and personnel, increase the citywide percentage of regular students mastering a particular objective at primary levels of the criterion-referenced tests in mathematics, reading, language arts and science by 5 percentage points greater than the percentage of students mastering a particular objective on the 1982-83 administration of the test.
- Using available instructional materials, equipment and personnel, increase the citywide percentage of regular students mastering a particular objective at intermediate levels of the criterion-referenced test in mathematics, reading, language arts and science by 10 percentage points greater than the percentage of students mastering a particular objective on the 1982-83 administration of the test.

SPECIAL EDUCATION

- Using available instructional materials, equipment and personnel, ensure by the end of the second semester of each year that all of the students identified as handicapped and in need of Special Education services meet all of the annual goals stated in each child's Individualized Education Program for that school year.

ADULT AND CONTINUING EDUCATION

- Using available staff, materials and resources, the median grade equivalent for students who have completed 100 hours of academic or remedial instruction while enrolled in the full-time and/or part-time Adult and Continuing Education Program will be raised 0.6 grade equivalents higher than the median grade equivalents of students prior to instruction, as measured by scores on the California Achievement Test for Adults or the Adult Basic Learning Examination.

• DEMOGRAPHIC DATA

DEMOGRAPHIC DATA

"Washington's population loss slowed last year to about 2,000 persons; the smallest decline in more than a decade," according to a new U.S. Census Bureau report. Mr. Gangu Ahuja, chief demographer of the District of Columbia also noted that births in the District have leveled off and that improvements in the public school system may be keeping more families in the District. 1/

From the same article in the Post it was observed that since 1979 the annual loss of students from the city schools has been cut by more than half, from 7,688 to 3,320.

The observations above have serious implications and should be a significant factor in the planning process of the District of Columbia Public Schools. The provision for resources in the schools -- people and things -- have to be considered carefully to ensure equitable and adequate distribution. The attached charts indicate where the enrollment has significantly slowed and where the decline has not so significantly slowed.

The decline has slowed most noticeably at the elementary level, and most importantly, the pre-kindergarten and the kindergarten enrollments have increased from the previous year for the first time in a decade. The slight increase in birthrate in the last several years would explain the increase at these levels. While it is true that grades 1-6 are still declining, the rate has been slower. Some of this is attributed to the impact of the Competency-Base Curriculum/Student Progress Plan.

The same situation does not exist at the junior and senior high level inasmuch as the decline in birthrate of the 70's is and will continue to impact on these levels. However, it should be noted that the high unemployment rate has tended at the senior high level to keep the students from dropping out of school to take a job. Shared-time scheduling between the regular academic schools and the career centers as well as the corporate involvement project should contribute to a less than expected decrease at the senior high level. The success of the Intensive Junior High School Instruction program also has kept students from seeking education elsewhere.

In looking at the membership in the District of Columbia Public Schools, attention should be paid to the national scene since the predictions for the future do indeed reflect on our own school system. The following excerpts from a report of the American Association of School Administrators, entitled Planning for Tomorrow's Schools: Problems and Solutions, summarize the school population situation at the present moment. 2/

An end to the decline in the elementary school population in 1982-83 and the beginning of a steady rise in the number of elementary students through the rest of the decade. Demographer Harriet Fishlow forecasts that, "there will very likely be as many children in elementary school in 1995 as there were in the peak year of 1970, before the current decline."

A steady drop throughout the decade in the number of high school students. The forecasts call for a precipitous drop in high school students of nearly 25 percent between the peaks of the late 1970s and 1990. But after 1990, high school enrollment will begin rising again.

1/ Feinberg, Lawrence, "Population Loss Slows in District," The Washington Post, March 13, 1983.

2/ Neill, Shirley Boes, ed., Planning for Tomorrow's Schools: Problems and Solutions. Prepared for the American Association of School Administrators by Education News Service, Sacramento, California, 1983, pp. 31-32.

STUDENTS

MEMBERSHIP: The table below shows the student membership in the District of Columbia Public Schools for the School Year 1982-83 as compared with the School Years 1980 and 1981.

Level	10/16/80	10/15/81	Diff.	% of Diff.	10/14/82	Diff.	% of Diff.
Elementary Schools							
Pre-Kindergarten	2,809	2,807	- 2	- .1	2,930	+ 123	+ 4.4
Kindergarten	5,876	5,867	- 9	- .2	6,215	+ 348	+ 5.9
Grades 1-6	44,072	41,283	- 2789	- 6.3	39,581	- 1702	- 4.1
	52,757	49,957	- 2800	- 5.3	48,726	- 1231	- 2.5
Junior High Schools							
Regular Grades 7-9	20,216	19,067	- 1149	- 5.7	18,428	- 639	- 3.4
Junior High School							
Students housed in:							
Elementary School							
Buildings	1,158	1,272	+ 114	+ 9.8	1,224	- 48	- 3.8
Senior High School							
Buildings	1,079	954	- 125	- 11.6	859	- 95	- 10.0
Banneker High School	-	143	+ 143	+ 100.0	113	- 30	- 21.0
Career Development	112	137	+ 25	+ 22.3	105	- 32	- 23.4
	22,565	21,573	- 992	- 4.4	20,729	- 844	- 3.9
Senior High Schools							
Regular Grades							
(Grades 10-12)	16,558	15,485	- 1073	- 6.5	15,021	- 464	- 3.0
Banneker High Schools							
(Grades 10-12)	-	154	+ 154	+ 100.0	223	+ 69	+ 44.8
	16,558	15,639	- 919	- 5.6	15,244	- 395	- 2.5
Career Development							
Career Centers							
(Grades 10-12							
and Special Students)	2,745	2,490	- 255	- 9.3	2,051	- 439	+ 17.6
Ellington School of the							
Arts (Grades 10-12)	396	350	- 46	- 11.6	336	- 14	- 4.0
STAY Program	1,340	1,163	- 177	- 13.2	780	- 383	- 32.9
Washington-Dix Street							
Academy	358	383	+ 25	+ 7.0	226	- 157	- 41.0
Capitol Page School	90	99	+ 9	+ 10.0	86	- 13	- 13.1
Special Education	2,416	2,771	+ 355	+ 14.7	2,927	+ 156	+ 5.6
Sub-total	99,225	94,425	- 4800	- 4.8	91,105	- 3320	- 3.5

A shortage of teachers, first in areas such as mathematics, science, and bilingual education, and spreading to most other subject areas. Elementary teachers will shortly be in great demand. College students of the 1970s heard well the forecasts of the demographers and school planners about teacher surpluses and falling enrollment, and they avoided education. Between 1969 and 1975, for example, the percentage of college freshmen planning to go into careers in elementary or secondary education dropped from 22 percent to 6 percent. That sharp drop-off is now being translated into a teacher shortage in some areas, which will grow worse as enrollments head upward.

A continuing shift of the American population, away from the Northeast and upper Midwest to the South and West. Big cities will continue to shrink in most areas. However, while the core cities lose population, most metropolitan areas will continue to grow. The Census Bureau recently reported 95 percent of Americans either live or are within commuting distance of a metropolitan area.

A minority school population that in many areas will become the majority. During the 1970s, the black population in the United States grew more than twice as fast as the white population. And the number of Hispanic Americans is increasing even faster. By 1990, Hispanics are projected to be the largest minority group.

A burgeoning number of single parent homes. Between 1970 and 1981, the number of children living with only one parent doubled -- to about one in five, the Census Bureau reported. A majority of black children -- 51 percent -- are in single parent homes. The rate of family breakups will most likely slow, but few experts are predicting a turnaround. Because of divorce and remarriage, some experts say one-half of all children will spend at least part of their childhoods with only one parent. And, the number of out-of-wedlock births more than tripled between 1950 and 1980.

A doubling between 1976 and 2020 in the number of elderly Americans -- whom one educational planner called, perhaps optimistically, the "senior learners." It is this group of citizens who will exert increasing influence at the ballot box.

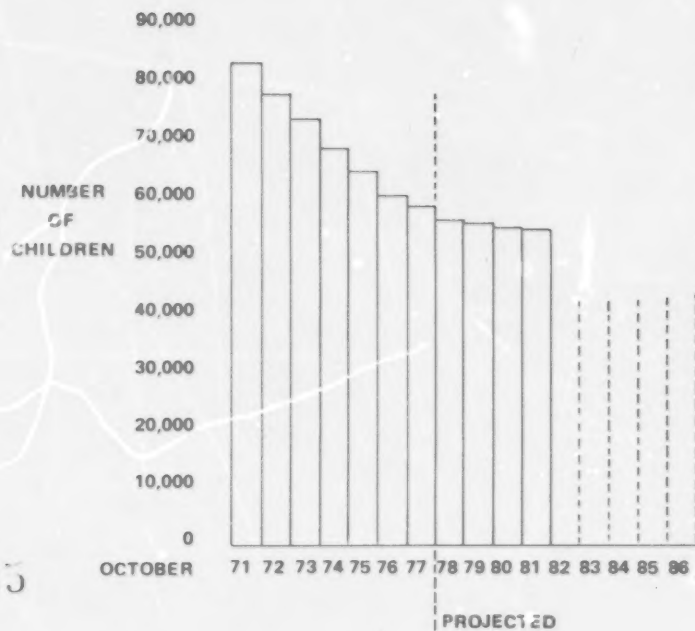
Continuing sharp growth in the number of working mothers during the 1980s. Between 1970 and 1980, the percentage of children under age 6 with working mothers jumped from 29 percent to 43 percent. Of children under 18, approximately 53 percent in 1980 had a working mother, up from 39 percent in 1970. Because of generally tight budgets, most school systems have not been able to, or chose not to enter the day care market. Nor could they offer more after-school programs. But a demand for such services remains one that should grow in the years ahead.

However, locally and nationally there is a degree of uncertainty, and most demographers are emphatic in stating that during this period of population change, caution must be exercised in making predictions.

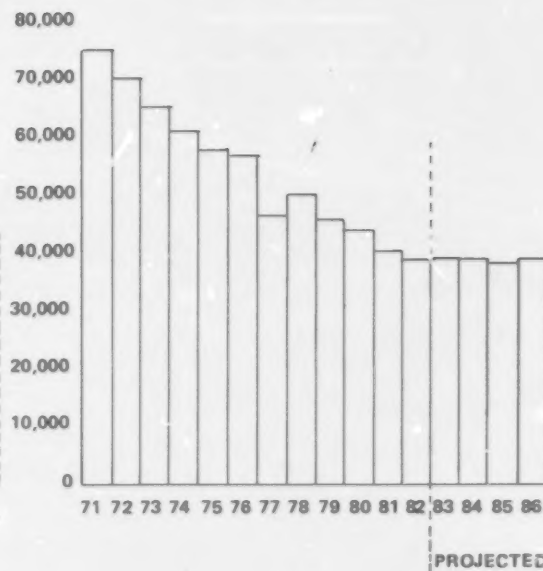
Prepared by
Division of Quality Assurance
July 1983

POPULATION TRENDS AMONG SIX YEAR AGE GROUPS IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS

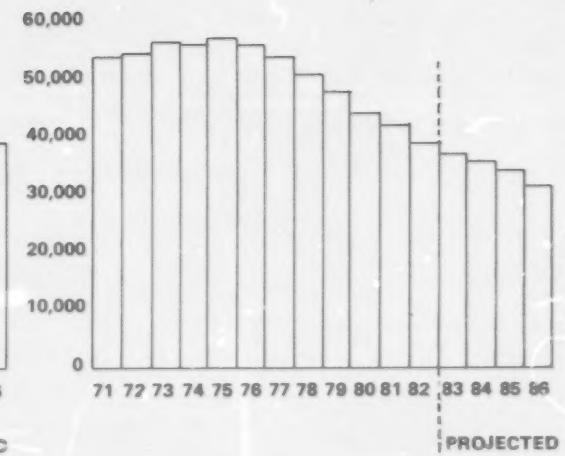
ESTIMATE OF CHILDREN AGED 0 TO 5*



STUDENTS ENROLLED IN GRADES 1 TO 6



STUDENTS ENROLLED IN GRADES 7 TO 11

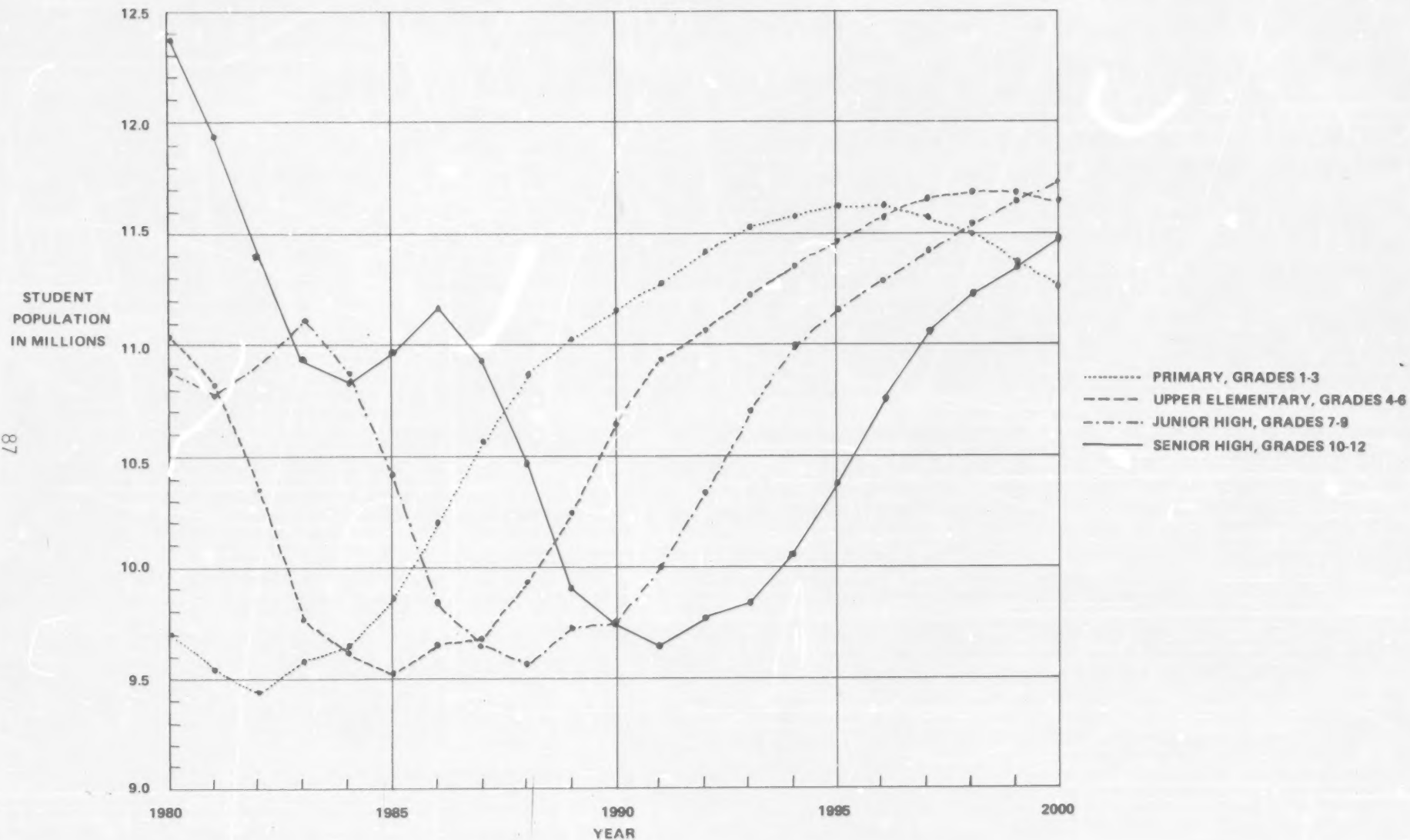


* INTERPOLATION BETWEEN NUMBER OF LIVE BIRTHS IN THE DISTRICT OF COLUMBIA AND FIRST GRADE ENROLLMENT IN PUBLIC AND PRIVATE SCHOOLS SIX YEARS LATER.

SOURCE: D.C.P.S. DIVISION OF QUALITY ASSURANCE AND D.C. OFFICE OF PLANNING

PREPARED BY
DIVISION OF PROGRAM DEVELOPMENT
JULY 1983

SCHOOL AGE POPULATIONS IN THE UNITED STATES TO THE YEAR 2000



SOURCE: EDUCATIONAL RESEARCH SERVICE, INC., VOL. 1, NO. 1, SPRING 1983

PREPARED BY
DIVISION OF PROGRAM DEVELOPMENT
JULY 1983

● OCCUPATIONAL DATA

OCCUPATIONAL DATA

OCCUPATIONAL EMPLOYMENT CHARACTERISTICS

The following information on employment characteristics of the District of Columbia and surrounding metropolitan area is excerpted from the FY 1983 Annual Planning Information Report prepared by the Department of Employment Services of the Government of the District of Columbia. 1/

District of Columbia

The structural hierarchy of occupational employment in the District of Columbia remains unchanged from the 1976 pattern. The clerical division is still the largest occupational category in the city and is expected to maintain this position for some years to come. In 1976, 42 percent of area jobs were in the District. By 1985, the District's share of area jobs is expected to diminish to 37 percent. During the nine-year period from 1976 to 1985, the District's share of area jobs will diminish in every occupational category.

In 1976, there were 184,700 Clerical Workers employed in the District of Columbia, representing 51 percent of all clerical workers employed in the metropolitan area. By 1985, the number of clerical workers is expected to be around 196,600, or 45 percent of area clerical workers. Clerical workers are needed to provide necessary administrative support to the large number of professionals, managers and officials employed in the city. Federal and state governments and those service industry firms engaged in government support activities employ secretaries and office clerks to operate typewriters and word processors in order to facilitate correspondence and other recordkeeping necessary for daily operations. Virtually every office needs some type of clerical support.

The second largest group of workers in the city is Professional, Technical, and Kindred Workers. There were 150,300 such workers in the District in 1976 - 45 percent of area professionals. By 1985, that number is expected to rise to 167,200, but comprising only 39 percent of area professionals. The government and service industries are the largest employers of professionals. Teachers, medical workers, engineers, computer specialists, writers, artists, entertainers, lawyers, health technologists, and technicians fill the bulk of these jobs.

The number of Service Workers in the city was 82,700 in 1976, representing 40.1 percent of all service workers in the metropolitan area. By 1985, the District's share will slip to 35.1 percent, or 95,400 service workers. Most of these jobs are found in food services, cleaning services, and protective services.

Managers and Officials is another major category, employing 56,800 workers in 1976 and 62,300 by 1985 in the District of Columbia. In 1976, 42.5 percent of metropolitan area managers and officials were employed in the District of Columbia; by 1985, only 37.1 percent will work in the District. Managers and officials are concentrated in the service industry, government, and wholesale and retail trade.

1/ Government of the District of Columbia, FY 1983 Annual Planning Information Report, Department of Employment Services, Washington, D.C., October 1982, pp.40-58.

**FORTY OCCUPATIONS WITH THE GREATEST DEMANDS 1/
1976 - 1985**

	<u>Washington Metropolitan Area</u> <u>D.C., Virginia, Maryland</u>		<u>District of Columbia</u>	
	<u>Total Annual</u> <u>Average</u> <u>Openings</u>	<u>Growth</u>	<u>Total Annual</u> <u>Average</u> <u>Openings</u>	<u>Growth</u>
Secretaries	4,610	1,850	1,750	300
General Office Clerks	4,150	1,550	1,670	220
Janitors & Sextons	3,870	1,600	1,400	350
Sales Clerks	2,950	1,510	420	60
Typists	2,010	760	710	100
Cashiers	1,270	580	...	...
Helpers, Trades	1,150	650	170	190
Elementary School Teachers	930	490	200	60
Nurses, Professionals	860	450	300	70
Waiters/Waitresses	890	180	180	30
Accountants & Auditors	850	350	460	70
Lawyers	860	330	580	60
Nurses Aide/Orderlies	820	440	230	60
Secondary School Teachers	820	400	150	50
Accounting Clerks	820	310	330	50
Carpenters	800	520	210	100
Guards & Doorkeepers	760	340	290	70
Bookkeepers, Hand	750	330	180	40
Managers, Store	700	290	130	20
Truck Drivers	690	420	110	30
Stock Clerks, Sales Floor	700	360	...	...
Stenographers	610	190	270	30
Supervisor, Blue Collar	560	330	130	40
Stock Clerks	550	310	...	...
Computer System Analysts	530	340	120	20
Receptionists	520	210	140	30
Physicians, Medical & Osteopath	490	340	...	...
Food Preparation & Service	490	-80	270	50
Maintenance, Repair, General	490	210	150	40
Automobile Mechanics	470	270	...	...
Gardeners, Groundskeepers	470	140	...	...
Writers and/or Editors	440	200	210	20
Librarians	450	170	140	30
Tellers, Bank	440	240	110	50
Clerical Supervisors	440	190	180	50
Painters, Construction, Maintenance	430	260	110	40
Mail Carriers, Postal Service	390	190	140	20
Personnel Labor Relations Specialists	390	160	210	20
Electricians	370	270	150	60
Delivery & Route Workers	380	230	...	...
Economists	...	...	200	30
Helper Trades	...	...	170	190
Switchboard Operators/Receptionists	...	...	140	40
Public Relations Specialists	...	...	120	20
Plumbers and/or Pipefitters	...	...	110	50
Purchasing Agents and/or Buyers	...	...	110	10
Total	<u>40,170</u>	<u>17,880</u>	<u>12,570</u>	<u>2,500</u>

1/ Number of individual occupations may not add to totals due to independent rounding.

Source: Government of the District of Columbia, FY 1983 Annual Planning Information Report, Department of Employment Services, Division of Labor Market Information, Research and Analysis, October 1982, pp. 77-80.

Jobs in the Craft and Kindred Workers category usually require extensive periods of training. Construction craft workers have suffered greatly over the past year as a result of the recession's impact on the construction industry. Other workers in this occupational group include mechanics, repairers, and installers. The number of craft and kindred workers is expected to decline over the projection period, from 42,000 in 1976 to 41,600 in 1985.

By 1985, the number of Operatives in the District of Columbia is expected to be 24,000 - up seven percent from the 22,500 operatives in 1976. Given the small amount of manufacturing activity in the city and the metropolitan area, jobs in this category are expected to be concentrated in the trade industry. Operatives include fuel pump attendants, production packagers, truck drivers, industrial truck operators, and bus drivers.

Employment in the Laborers Except Farm category is expected to decline from 20,200 workers in 1976 to 19,000 in 1985. Employment will be led by helpers and stock clerks, with approximately 50 percent of all laborers expected in the "all other unskilled workers" group.

The leading occupation among Sales Workers is sales clerks working in retail establishments. A modest increase is expected from 16,500 in 1976 to 16,800 in 1985. This projection is consistent with expected stagnation in retail industry growth in the city (a mere 0.2 percent growth rate) over the period. The District's share of area sales workers is expected to drop from 23 percent in 1976 to 18 percent in 1985.

The Metropolitan Area

The number of jobs in the Washington, D.C. metropolitan area is expected to increase 25 percent between 1976 and 1985 - from 1,361,000 jobs in 1976 to 1,703,400 jobs in 1985. In 1976, 42 percent of area jobs were in the District. By 1985, the District's share is expected to diminish to 37 percent of area jobs. During this nine-year period, the District's share of area jobs will diminish in every occupational category.

Clerical/Workers is the largest occupational group in the metropolitan area. Of 363,000 clerical jobs in the area in 1976, 51 percent were in the District. By 1985, the District's share of 440,500 area clerical jobs will diminish to 45 percent.

The Professional, Technical, and Kindred Workers category is the second largest occupational group in the metropolitan area. In 1976, 55 percent of jobs in this category were located in the suburban ring. By 1985, 61 percent of these jobs will be located in the suburbs. The number of workers in this occupational group is expected to increase from 337,700 to 424,700 between 1976 and 1985.

The number of Service Workers in the area is expected to increase from 204,300 in 1976 to 271,700 in 1985. During this period, the District's share of these jobs is expected to drop from 40 percent to 35 percent.

The fourth largest occupational group in the metropolitan area, Managers and Officials, is expected to increase 25.7 percent between 1976 and 1985 - from 133,600 to 167,900. Since the preponderance of these jobs is situated in industries which are shifting to the suburbs, the District's share of these jobs will drop from 43 percent in 1976 to 37 percent in 1985.

Seventy-one percent of the jobs held by Craft and Kindred Workers in the area will exist in the suburbs by 1985. As the number of jobs in this category increases from 117,600 in 1976 to 141,900 in 1985, the District's share of these jobs will drop from 35.7 percent to 29 percent.

More than half of all Sales Workers are working in retail establishments. The number of sales workers is expected to increase 31 percent - from 70,600 in 1976 to 92,400 in 1985. Eighty-two percent of these jobs will be in the suburbs.

The number of Operatives in the area is expected to rise from 71,700 to 90,000 between 1976 and 1985 - a 25.5 percent increase. This category includes fuel pump attendants, transportation equipment operators, truck drivers, industrial truck operators, and bus drivers. Seventy-three percent of these jobs will exist in the suburbs by 1985.

The Laborers Except Farm category is expected to increase 20 percent between 1976 and 1985 - from 62,500 to 74,700. Seventy-five percent of these jobs will exist in the suburbs - up from 68 percent in 1976.

Barriers to Employment

An oftentimes neglected, but nonetheless significant, barrier to employment is the health of a local economy. Poor economic conditions in an area intensify the effects of the most publicized barriers to employment such as: 1) lack of education and skills, 2) discrimination and 3) job location. The more sluggish an economy, the more severe are these barriers, with an opposite effect for a growing economy. For those who are poor, these barriers are more severe than for the general population.

There is evidence to suggest that individuals with limited education are likely losers in the job market. Between 1973 and 1980 the proportion of job orders reported to the D.C. Job Bank requiring experience and a high school education increased while those jobs in which employers are willing to train an individual declined.

Still, other individuals who have been able to make the needed investment in human capital (which is a prerequisite for employment in basically white collar occupations) will be underrepresented in higher paid occupations due to the historical patterns of racial and other forms of discrimination.

Between 1970 and 1981 nonagricultural wage and salary employment in the District of Columbia showed very little growth (less than one percent per year), while employment in the entire metropolitan area grew at a rate of 3.2 percent per year. This, coupled with the limited reverse commuting (city to suburbs), is an example of the job location barrier.

Viewed from another perspective, in 1970, 48.0 percent of total nonagricultural wage and salary employment in the metropolitan area was located within the District of Columbia. By 1973 this figure had fallen to 44.0 percent and by 1981 had further declined to 38.2 percent. This reflects the shift in employment growth to the Maryland and Virginia suburbs. This movement has caused the residents of the District additional hardships because many of the new jobs for which they are qualified are now located in the suburbs. Because of limited transportation to the suburban jurisdictions, D.C. residents are unable to get to the jobs for which many of them qualify - service related and certain clerical jobs requiring minimum skills and education. Only 17.2 percent of District residents worked outside their place of residence compared to 43.5 percent for all area residents in 1970. The problem of transportation to the suburbs may be alleviated somewhat upon completion of the Metrorail System.

NATIONAL EMPLOYMENT OPPORTUNITIES

The following information on job projections nationwide is excerpted from Planning for Tomorrow's Schools: Problems and Solutions published by the American Association of School Administrators. 2/

JOB PROJECTIONS

Where will new jobs be in the next decade? More likely in white-collar areas than blue-collar.

"Employment in white-collar occupations is expected to grow faster than total employment" between 1980 and 1990, noted Max L. Carey, a labor economist for the U.S. Bureau of Labor Statistics. The Bureau's most conservative projections indicate that white-collar jobs will grow from 51.4 million in 1980 to 60.8 million in 1990.

"Employment in blue-collar occupations is projected to grow more slowly," Carey said, estimating an increase in blue collar jobs from 32.4 million in 1980 to 37.5 million in 1990.

Types of Jobs

As mentioned, the number of white-collar jobs has been growing more rapidly than blue-collar, service or farm employment for the past two decades. But there are considerable disparities within those broad categories:

- Professional and technical: - This category, which includes highly trained workers such as scientists, engineers, physicians, teachers, entertainers, pilots and accountants, will continue to grow faster than the total job market, with a projected increase in employment of 20 to 26 percent. The need for greater energy production will contribute to a strong demand for scientists, engineers, and technicians, while the medical professions will continue their rapid growth. The number of systems analysts and computer programmers will soar, along with the entire computer industry. The number of lawyers and architects will continue to increase, but the competition for jobs will be severe.
- Managers and administrators: - This group includes bank managers, buyers, business operators, and others. In the 1980s, the number of jobs will grow by a slightly slower rate than the professional and technical jobs. The number of self-employed business managers will decline as corporation and chain operations dominate more areas of business. Growth will be stronger for management specialists within corporations, especially those with highly specialized training.
- Clerical workers: - This is the largest occupational group and includes bank tellers, bookkeepers, accounting clerks, cashiers, secretaries and typists. The number of jobs should grow at a rapid 19 to 27 percent for the decade, even though computers and other new office equipment will change the nature of many of the jobs. The exceptions are keypunch operators, stenographers, and reservation and travel agents, whose jobs may be lost to improved technology.

2/ Neill, Shirley Boes, ed., Planning for Tomorrow's Schools: Problems and Solutions. Prepared for the American Association of School Administrators by Education News Service, Sacramento, California, 1983, pp.77-79.

PROJECTED NUMBER OF NEW JOBS 1980-90

<u>Occupation</u>	(One symbol equals 100,000 jobs)	
Secretaries	● ● ● ● ● ● ●	6.9
Nurses Aides and Orderlies	● ● ● ● ●	5.1
Janitors and Sextons	● ● ● ● ●	5.0
Sales Clerks	● ● ● ● ●	4.8
Cashiers	● ● ● ● ●	4.5
Professional Nurses	● ● ● ● ●	4.4
Truck Drivers	● ● ● ● ●	4.2
Food Services Workers	● ● ● ● ●	4.0
General Clerks, Office	● ● ● ● ●	3.8
Waiters and Waitresses	● ● ● ● ●	3.6
Elementary School Teachers	● ● ● ●	2.5
Kitchen Helpers	● ● ● ●	2.3
Accountants and Auditors	● ●	2.2
Helpers, Trades	● ●	2.1
Automotive Mechanics	● ●	2.1
Blue-Collar Workers Supervisors	● ●	2.1
Typists	● ●	1.9
Licensed Practical Nurses	● ●	1.9
Carpenters	● ●	1.7
Bookkeepers, Hand	● ●	1.7

Source: The Washington Post, July 26, 1982; data from the Bureau of Labor Statistics.

Prepared by
Division of Program Development
July 1983

OCCUPATIONS OF GREATEST GROWTH 1980-90

[illegible]

Source: The Washington Post, July 26, 1982, data from the Bureau of Labor Statistics.

Prepared by
Division of Program Development
July 1983

- Sales workers: - This area, which includes sales workers in retail stores, manufacturing firms, insurance companies, and real estate agencies, should also see strong growth - a projected 19 to 29 percent increase in jobs.
- Craft workers: - This includes a wide variety of highly skilled workers such as carpenters, tool-and-die makers, machinists, and electricians. Overall growth in jobs should be good - up a projected 18 to 27 percent for the decade - but it will be closely linked to the health of particular industries. For example, the number of jobs in the construction trade and high technology industries will grow, while railroad employment will continue to shrink, as will the number of jobs in the printing crafts.
- Laborers: - This sector includes garbage collectors, construction laborers and freight handlers. Employment growth will be below average, projected at 14 to 22 percent, because of more mechanization.
- Private household workers: - This area is projected to be stagnant throughout the decade. Although the demand for maids and day care workers may be strong, fewer people are expected to seek the jobs because of low wages, little advancement possibility and low social status.

COMPUTER OCCUPATIONS

All the experts agree on one point: the computer industry itself will create many new jobs in the next 20 years. Computer occupations "are expected to be the most rapidly growing occupational group in the economy over the next decade," according to the Labor Department's Occupational Outlook Quarterly. Between 1978 and 1990, the department projected an 85 percent increase in the number of new jobs in the computer industry.

Major Trends in Instructional Programs

- **COMPETENCY-BASED CURRICULUM/
STUDENT PROGRESS PLAN**



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COMPETENCY-BASED CURRICULUM/STUDENT PROGRESS PLAN

The evaluation report on the Competency-Based Curriculum/Student Progress Plan (CBC/SPP), conducted jointly by the National Institute of Education, the University of the District of Columbia, and the District of Columbia Public Schools, resulted in several recommendations. One of these addressed the mid-year promotion of students. Specifically, the report stated:

- Recommendation Two - Annual Promotion

Reinstate annual promotion, thereby eliminating mid-year progression to the next grade level and the transitional status. Mid-year promotion does not allow enough time to complete objectives and adequately assess student progress, given the absence of automated assessment and record keeping capability. Teachers must manually assess and record pupil progress. The additional paperwork requirements detract from skill development time between teachers and learners.

In response to this recommendation, the School System during SY 1983-84 will conduct a demonstration study of annual promotions in sixteen selected elementary schools. All the monitoring and assessment elements of the Student Progress Plan will be present in these schools' instructional programs; however, students will not be designated as "promoted" or "retained" at the end of the first semester. The annual promotion procedure, likewise, will not change the monitoring and assessment of student skills after each nine-week period. The various designations of 2A, 3BT, 4B, etc. will be eliminated. Teachers will still complete assessments of skills mastered, assign letter grades, confer with parents, and revise instructional plans for students needing assistance.

The annual promotion policy is designed to assure that school assessment teams, composed of the school principal, counselor, parent and teacher, will review jointly the instructional program of students who are not achieving well and will develop strategies to assist those students.

The advantages anticipated from the annual promotions would be a decrease in the record keeping and complexities involved in organizing and reporting on the 23 elementary grade placement levels. Additionally, a student would have nine months to master instructional material for a grade level before being retained. This recognizes that particularly in the early grades, a student's rate of learning is not necessarily the same from month to month. With the annual promotions, teaching would occur and student records would continue to be maintained within each of the six levels, according to the instructional level of the student.

Concern with the departure from mid-year promotions has centered on a reduction of attention to students early enough in the school year to allow for remediation by spring. It was felt that the change might mean a return to "social" promotions, less information on student progress being shared with parents, or less additional help to students because their needs went undetected until too late in the school year.

Under the annual promotion plan, the selected schools will retain the student achievement "safeguards" -- parent reporting, regular assessment, and additional assistance -- so that the success students have experienced under the mid-year promotion policy will continue.

The demonstration study of the annual promotion policy to be implemented in the sixteen schools will be evaluated through such measures as noting whether the number of end-of-year promotions increased or decreased or whether particular students with failure did improve.

The results of this study will serve as the basis for determining whether annual promotions result in any reduction of the level of student assessment, intervention or remediation, and whether the policy of annual promotions should be adopted systemwide.

● EDUCATIONAL TECHNOLOGY



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EDUCATIONAL TECHNOLOGY

During the 1983-84 school year, emphasis in the area of educational technology will be on: 1) the utilization of interactive technologies as a resource for improving the instructional program, 2) the management of selected instructional programs, 3) the developmental phases of the utilization of educational technology and services, 4) the review and evaluation of software and hardware, and 5) the formulation of administrative policy recommendations concerning applications of educational technology.

The continuing development of new technologies--especially of microcomputers, interactive videodiscs and cable television-related disciplines--is revolutionizing American society. The impact of these technologies spans age, economic and ethnic lines. However, in order for these technologies to impact positively on education, they must be carefully planned and coordinated with the existing curriculum.

Major foci in educational technology will be the Library Science Department and Media Center, the Computer Literacy Program, Instructional Television and Cable Television.

LIBRARY SCIENCE DEPARTMENT AND MEDIA CENTER

The Library Science Department and Media Center are designed to effect improvement in the utilization of instructional media in the D.C. Public Schools. In order to use media, instructional personnel need a wide knowledge of what is available to assist learners, an understanding of the qualities of the particular medium as it contributes to learning experiences, and an awareness of the learning situations in which each medium is used.

It is the task of the Library Science Department and Media Center to meet the needs of library media specialists, teachers, learners, and all other personnel in effectively using instructional media to provide support to the Competency-Based Curriculum and the Student Progress Plan. The purpose of the Library Science Department and Media Center is to obtain, produce, store and disseminate information in all formats, and to supply support media for instruction that will enrich the learning and quality of life for students.

Reorganization of the Library Science Department and Media Center will occur during School Year 1983-84. An assessment will be made of current human and materiel resources of the Library Science Department and Media Center including an inventory of audio-visual equipment, films, filmstrips and video tapes. New objectives will be developed to upgrade these services, and the feasibility of computer applications in high school libraries will be investigated.

COMPUTER LITERACY

Based upon the Computer Literacy Five Year Plan SY 1983-87, the following objectives will be emphasized during School Year 1983-84:

- To develop computer awareness among students, teachers, supervisors and administrators;
- To develop and implement a computer literacy curriculum;

- To apply computer technology in the local school implementation of the Competency-Based Curriculum through drill and practice, tutorials, problem solving, simulations and other appropriate techniques;
- To apply computer technology in classroom management, including record keeping, following individual growth, and reporting student progress;
- To apply computer technology to local school management.

Computer-Assisted Instruction (CAI) will be initiated on a systemwide basis with the establishment of student computer laboratories in fifty Chapter 1 elementary schools. Computer training laboratories will be installed in all schools with junior high school students, five special education schools and two adult education centers. In addition, computer laboratories will be installed in five senior high schools as part of the public/private partnership program through private funds. The installation of computer laboratories will be monitored along with vendor compliance with contract specifications.

A variety of computer clearinghouse activities and services will be initiated/expanded during the coming year, including the establishment of software selection criteria, the acquisition and review of software catalogues and software, the selection of software for existing curriculum in grades K-12, and the development of an approved software list. Subject/content areas in need of software development will be identified. Additional hardware needs will be identified, specific equipment requirements developed, and vendors selected.

The Computer Literacy Training Laboratory, housed in the Takoma Elementary School and operating under the Instructional Services Center will continue to facilitate in-service computer-related training for District of Columbia Public School personnel. The type of training provided by the staff at the Computer Literacy Training Laboratory is divided into two major components--computer courses and workshops.

The Computer Literacy with BASIC recertification course is offered during the evening. Participants may elect to receive graduate credit for this fifty-hour course. During the summer of 1983, this course will be offered during the day at four regional training sites in four two-week cycles. Advanced computer courses such as Pascal, Advanced BASIC, Computers in Secondary Schools, and Computers in Elementary Schools are slated for fall 1983. Additional advanced courses will be offered during spring 1984 as the need arises.

Presently two courses are being offered. Brief descriptions of these courses follow:

Computer Literacy with BASIC

This fifty hour recertification course is open to all DCPS personnel and provides the participants with twenty hours of hands-on training and thirty hours of BASIC programming. Participants may elect to receive 3 hours of graduate credit.

Principles of Courseware Development

This fifty hour course is designed for selected DCPS personnel who will be responsible for designing and developing computer-based courseware and activities to be used in the classroom. The course introduces the principles of designing educational courseware through the use of BASIC programming, authoring languages, and teacher utilities. Computer Literacy with BASIC is a prerequisite.

The computer workshops are designed to meet the specific needs of specialized groups of participants and are conducted during the normal school day. Workshops may range from one to eighteen hours depending on the group's request and workshop objectives. The number of workshop offerings depends upon the availability of staff, facilities and computer equipment. Generally, workshop requests are accepted on a first come, first served basis; however, priority training may supercede this.

The computer workshops listed below will be offered in SY 1983-84.

Computer Awareness

This workshop introduces the basic operations of the computer through hands-on experience during a 1-2 hour session.

Introduction to Microcomputers in Education

This 3-6 hour workshop includes the general awareness workshop and further introduces related terminology and educational applications of microcomputers through hands-on experience. A six-hour session allows participants to examine instructional courseware or get an introduction to a second kind of microcomputer, the Digital Professional 350, depending on their interests.

Core Equipment Training

This standard two-day workshop acquaints the user with the operations of the Digital Professional 350 microcomputer, which is currently being installed in each school office. Assembly, hardware/software, maintenance, and applications--including instructional management--are the thrusts of this workshop.

Principles of Software Review

This specialized 2-3 day workshop is designed for DCPS personnel who will be involved in reviewing, evaluating and selecting appropriate educational software/courseware to be used in the DCPS system. The participants will be led through the series of steps involved in selecting courseware, and, as a practical application, each participant will evaluate a courseware package.

AUTOMATED INSTRUCTIONAL MANAGEMENT SYSTEM

The Automated Instructional Management System (AIMS) is being developed to complement the Student Progress Plan (SPP) and the Competency-Based Curriculum (CBC) in reading and mathematics by automating some assessment and all record keeping tasks which are currently performed by classroom teachers under SPP.

Each elementary school will receive core equipment consisting of a Digital Professional 350 computer with both a Winchester hard disk drive and twin diskette drives, a printer, an NCS Sentry 3000 test scanner, and a telephone modem to communicate with a control computer.

The Digital Professional 350 Computer has been selected because of its user-friendly design which requires no previous computer experience and enables all operations to take place through a series of menus and submenus. The AIMS software program, currently being developed as a joint project between the Office of Instruction and the Division of Automated Information Systems, will utilize a user-friendly design which operates the printer and scanner as well. Additionally, each school will receive sets of reusable AIMS reading and mathematics test booklets and answer sheets for use with the core equipment to determine student mastery of objectives.

The AIMS program uses the same reading and mathematics objectives found in the manual checklists and the reading and mathematics curriculum guides, and follows the current Competency-Based Curriculum procedures. By using a standardized multiple-choice AIMS test booklet, a machine scorable answer sheet, and the core equipment, the classroom teacher can take advantage of the instructional support capabilities of the AIMS program to score the test and automatically update each student's record. Three reports will be available to teachers on demand: 1) a current checklist for each child in the class, 2) a class summary which can be used to organize instruction, and 3) an in-depth diagnostic report for each child which provides information regarding the child's specific strengths and weaknesses. Any of these reports can be generated with minimal manual input from teachers; it is necessary only to feed the children's answer sheets through the test scanner and enter some identifying information.

According to the AIMS development schedule, the 1983-84 school year will be used both to pilot the AIMS program and begin the citywide implementation process. The first advisory period will be used for piloting in eight schools which have been involved in the development and field-testing process. The schools will then be used as model sites for observation by teachers and administrators from the remaining schools which have received core equipment and AIMS-related training during the first and second advisories. With the successful completion of these piloting and training activities, it is anticipated that the Automated Instructional Management System will begin citywide operation in identified elementary schools with the beginning of the second semester.

INSTRUCTIONAL TELEVISION

In order to strengthen science and mathematics instruction for junior high school students in the District of Columbia Public Schools, seventh grade instructional television lessons in science and mathematics will be broadcast over Howard University's WHMM Channel 32. The following eight pilot schools have been selected to participate in this program:

Friendship EC	Francis JHS
Hardy MS	Hamilton JHS
Lincoln JHS	Fletcher-Johnson EC
Eliot JHS	Paul JHS

In order to effectively implement the instructional television lessons, sixteen teachers—one mathematics and one science teacher from each of the eight pilot schools—will form the Science and Mathematics Instructional Television Task Force. This task force will work two weeks during the summer of 1983 to match the television lessons with the Competency-Based Curriculum (CBC) and to develop a Science and Mathematics Television Guide for the seventh grade.

In order to insure broad community representation and gain direction and guidance for the program, the Science and Mathematics Instructional Television Program Committee has been formed. This committee consists of twenty persons including representatives from students, parents, principals, science and mathematics teachers and supervising directors, and representatives of the Division of Quality Assurance, Howard University, National Science Foundation, National Science Teachers Association, National Council of Teachers of Mathematics, American Association for the Advancement of Science, and WHMM Television. This committee will meet as needed.

A proposal to support this program will be submitted to the National Science Foundation and to the Department of Education.

THE NATIONAL UNIVERSITY OF THE AIR

During 1982, the National University of the Air, Inc. (NUA), in association with major U.S. public and private school Instructional Television Fixed Service (ITFS) system operators and the U.S. Army's Training and Doctrination Command (TRADOC), established Phase I of America's first national civilian/military satellite training network. This network has been specially engineered to distribute educational/medical/social service expertise and materials. Its purposes include:

- facilitating the exchange of instructional expertise and courseware among America's school systems on a cost-sharing basis;
- beginning in 1983, the delivery of two-way, structured high quality mathematics, science, writing-and-reading, computer literacy, and teacher training to participating school districts.

The National University of the Air's proposal for "Project EX-CELL" has been funded by the National Telecommunications and Information Agency of the United States. The project is designed to demonstrate the economic viability of a user-aggregating satellite distribution network for the distribution of: 1) teacher and medical practitioner in-service training, 2) science and mathematics curricula for high school students, 3) personnel training for the teachers of handicapped students, and 4) courseware for in-service training.

The proposed receiving sites and participating school districts are: Washington, D.C.; the Tidewater area of Virginia; Atlanta, Georgia; and Dallas, Texas. The curricula which will be distributed during the first year of operation will concentrate on in-service teacher training. This training will supply sixteen hours of training for teachers of gifted students and of handicapped students. In addition, sixteen hours of training will be provided for teachers of mathematics.

The demonstration project will conduct an assessment of in-service teacher training needs among elementary and secondary schools, community colleges and predominantly minority colleges and universities in the Southern Crescent, and an evaluation of the results of the satellite delivered instruction. A KU-Band satellite down-receiver will be installed at one of the local schools to receive the signal for the in-service training satellite program.

CABLE TELEVISION

Cable television can provide the opportunity to serve large audiences at one time; offer a variety of subjects simultaneously; offer new subject areas such as foreign language for elementary students; feature enrichment programs such as SAT preparation; allow master teachers to use the established curriculum to produce video tapes for instruction that can be shown to large groups of students simultaneously; instruct homebound, disabled and adult students who normally do not have access to the classroom; disseminate guidance and counseling information throughout the community; conduct in-service teacher training for large groups systemwide without staff members leaving their individual schools; establish and maintain good school community relations, and televise the stated meetings of the Board of Education and Board committee meetings.

In order to prepare sound recommendations on the cable television needs of the District of Columbia Public Schools, Educational Technology staff members are attending meetings of the Education Task Force of the Cable Television Design Commission, collecting education-related cable television papers of numerous school systems throughout the country, reviewing cable television literature, representing the Superintendent at the Mayors' Cable Television Planning and Development Workshops, and developing a Cable Television Position Paper.

The position paper on cable television will include but not be limited to the following recommendations: 1) the installation of a cable television drop in each of the District of Columbia Public Schools, 2) the establishment of a link with area colleges and universities, the National University of the Air, the D.C. Public Library, a television studio, the National Science Foundation and the Smithsonian Institution, and 3) the development of a cable system flexible enough to allow interconnection with current and future video technologies and to have the ability to tie in with other forms of technology and related programs.

● PUBLIC/PRIVATE PARTNERSHIPS



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THE PUBLIC/PRIVATE PARTNERSHIP PROGRAM

Since September 1981, national and local corporations, trade associations, and foundations have made substantial new investments in our schools. The extensive commitment of time, personnel, and money by the private sector in the education of today's students - and tomorrow's workers - is virtually unprecedented. Local and national business leaders have participated actively in the design, development, implementation, and provision of technical support for careers representing major fields with current and projected employment opportunities for the youth of our city. The Washington, D.C. Public School System views this commitment as an all-important opportunity to cope with some of the rapid changes in our economic life brought about, in part, by present and impending advancements in sophisticated technology.

EXISTING PROGRAMS

The development of the Public/Private Partnership Program has been designed to produce competitive graduates for today's and tomorrow's employment market, as well as to prepare students for post-secondary education. Private sector participation evolved from a belief in the public school system's ability to create academic and career-oriented programs that produce motivated and able graduates who are prepared to meet the demands of an evolving workplace. Each Public/Private Partnership Program has a prime sponsor and a task force comprised of other industry leaders who participate in program design, curriculum development, staff training, program management, and student and staff internships. The private sector believes that through cooperative efforts with the school system it can benefit from job-ready employees, less labor turnover, decreased costs in recruiting and training, development of markets, and improved corporate image and community relations.

The programs emphasize basic skills in reading, writing, mathematics, technology, and work attitudes and habits. Students take either a regular or advanced academic load as well as classes for specialized training in the career areas.

The H.D. Woodson Business and Finance Program

Washington, D.C. is a unique area for a specialized school of business and finance. Business barometers point to the metropolitan area as a growing business and financial center with a proliferation of related facilities and services and expanding employment opportunities for qualified persons. The Woodson Business and Finance School's primary objective is to provide a comprehensive instructional and training program for high school students interested in business and finance careers. Its purpose is to prepare students with skills and knowledge above those required for entry level positions and/or provide students with the preparation needed to enter and succeed at nationally-known schools of business and finance.

The program's objectives are achieved through a school-within-a-school which provides a four-year sequential program in English, social studies, science and mathematics, a broad overview of business and/or finance, and specialized training in concentrated areas of interest.

Students are provided with career education opportunities to prepare them for the world of work. This is accomplished through the infusion of career concepts in academic classes, opportunities for internships, guest lectures from private industry partners, counseling, special projects, and both directed and independent research.

The business program emphasizes entry level skills, accounting, office administration, and computer technology. The finance program emphasizes vigorous academic training in language, mathematics, science, and analytical skills.

The McKinley/Penn Communications Program

The metropolitan area has a growing communications industry, promising employment trends, expanding job opportunities, and a variety of media-related facilities and resources. The McKinley/Penn Communications School is a definitive, comprehensive, and progressive alternative for an effective delivery mechanism for urban secondary education. The school's objectives are to provide some students with basic academic skills, career orientation, entrepreneurship, and work attitudes for entry jobs in the communications industry; and to prepare other students who have demonstrated talent, skills and aptitude for higher level training in colleges or technical schools.

The program's objectives are achieved through a school-within-a-school which provides a four-year sequential program emphasizing: a comprehensive academic program consisting of English, social studies, science, and mathematics to develop critical and creative thinking activities; career education skills in preparation for the world of work, including job getting/job retention skills; and a broad overview of the communications industry and specialized training in the areas of interest including broadcast and print journalism, photography, broadcast engineering, advertising design, marketing and distributive education, and cable installation.

The McKinley/Penn Communications School unifies academic and vocational skills by classroom instruction and experiential learning. In addition to trained counseling services, access to a communications library, special projects and both directed and independent research, the school provides guest lectures by practitioners who are involved in the daily use of their media skills and knowledge, mentor programs involving major media firms which provide experiences for selected students on a one-to-one basis, and internships which provide students with valuable real-life work experiences in actual business during the school day.

The Eastern/M.M. Washington Health Careers Program

The health care industry offers many current and future career opportunities for students who are adequately prepared. The Eastern/M.M. Washington Health Careers Program is a pre-professional/technical career oriented course of study. It provides a career ladder on which students may prepare for professional careers in the health care or medical business fields, or for continuing education in associate or baccalaureate degree programs.

The school's primary objectives are achieved in a four-year sequential health science-health business training program which meets all Board of Education requirements and the additional requirements of the health professions. The school provides a comprehensive program consisting of science, mathematics, English, foreign language, and history and relates these components to medical concepts. It also provides a broad overview of the health care and medical business fields and specialized training in 3-4 hour practicum experiences and summer employment in career areas at hospitals and medical facilities, or advanced study at the university level.

The career options offered by the Eastern/M.M. Washington health career program include the following business programs: medical transcription, medical secretary, unit secretary, medical records clerk, and medical receptionist. The health program careers include: dental technology, dental assisting, physical therapy aide, surgical technology, electroencephalographic technology, home health aide, and licensed practical nursing.

The Roosevelt/Burdick Hotel Management and Culinary Arts Program

In the metropolitan area, the service related industries are exceeded only by the federal government as an employer. Business barometers point to the District as an area in which there will be rapid growth in fast food establishments, construction of new hotels, major restaurants, and recreational facilities, and a corresponding demand for the services of personnel properly trained in the hospitality industry.

The hotel management program at Roosevelt is designed to prepare qualified students with the basic skills, academic skills, career orientation, and work attitudes for immediate job entry in the hotel/restaurant field and to optimally prepare other students who have the demonstrated competencies for higher level training in post-secondary degree programs.

The hotel management's program objectives are achieved through a three-year sequence of classroom instruction and laboratory experiences involving strong and comprehensive academic programs which meet all Board of Education requirements, career education skills to enter the working world, broad overviews of the hospitality industry and exposure to career clusters, and exposure to industry technology and externships in career clusters which comply with the certification requirements of the industry.

The Burdick Career Development Center's program in Culinary Arts is intended to provide skills training for eligible candidates with demonstrated aptitude and career motivation. It is designed to equip trainees with basic skills required for employment as an entry level cook in a hotel, restaurant, corporation, hospital, or other institutional kitchen. Master chefs from the prestigious New York-based Culinary Institute of America serve as the program instructors in the newly created gourmet kitchen at the Burdick Career Development Center. The 26-week culinary arts curriculum includes 15 weeks of training at Burdick in professional cooking skills and the preparation of American regional cuisine, buffet catering and continental pastries. The students then have a week of "job shadowing" professional cooks in the city, followed by ten weeks of paid on-the-job training in the kitchens of major local restaurants and hotels. Applicants for the Culinary Arts program must be age eighteen at the program's completion and must possess a high school diploma or 15 1/2 Carnegie Units.

The Dunbar Pre-Engineering Program

The Dunbar High School Pre-Engineering Program's primary objective is to provide instructional and training opportunities for high school students interested in a career in industrial, chemical, electrical, and civil engineering. Its purpose is to prepare students with the requisites for entry into nationally known engineering schools.

The program's objectives are achieved through a school-within-a-school which provides a comprehensive four-year sequential program emphasizing: math and sciences, supplemented by engineering related courses and laboratories in drawing, graphics, and electronics; sophisticated computer techniques and language; language arts, English and social studies.

The aim of this program's admission criteria is to enroll academically talented students who show interest and aptitude in pre-engineering. Attendance, behavior, and performance policies are strict. The school day for pre-engineering students extends from 8:00 a.m. until 4:00 p.m.

PLANS FOR SCHOOL YEAR 1983-84: CURRENT PROGRAMS

The five established Public/Private Partnership Programs will each add another grade level during the 1983-84 school year. A recruitment goal of 400 new students for the programs will allow each program to have two grade levels involved in the activities.

Curriculum development activities for the 1983-84 school year will focus on the development of new courses needed for additional grades in each program. Courses developed during the first year of the program will be formalized according to CBC guidelines.

Teachers in the programs will attend industry sponsored internships during the summer and will refine current curricular offerings to match the realities of the workplace and encompass the skills needs of the corporate partners.

PLANS FOR SCHOOL YEAR 1983-1984: NEW PROGRAMS

The Xerox Corporation is sponsoring an Urban Youth Investment Summer Program in Word Processing Technology at Coolidge Senior High School. This program focuses on the skills needed to make an employable and successful word processing operator. Eighty students will be enrolled in the eight-week program and will train on equipment donated by the Xerox Corporation. The program also provides staff development training to school personnel so they may continue instruction in a unified curricular approach to word processing instruction in particular and to business skills instruction in general during the regular school year. The curriculum will be integrated into the regular program offerings during the 1983-84 academic year.

The National Urban Coalition has proposed the establishment of a High School Academy Program at Cardozo Senior High School. This program will be planned, developed, and implemented in partnership with major businesses in the metropolitan area. The program focuses on entering 10th grade students who are potential dropouts and who have vocational education training interests. The instructional program is designed to give students the basic skills necessary for employment, to develop attributes which promote employability, and to expose students to the business or industry for which they are training through facility visitations, speakers, work experience, field trips, instructional material loan and comprehensive counseling services.

The District of Columbia Public School System will continue to develop linkages with private sector partners in order to meet the mutual objectives of the school system and private industry. The approach to the Public/Private Partnership Programs is systematic in design and is considered a national model for public/private collaboration.

● CAREER DEVELOPMENT



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CAREER DEVELOPMENT

The Division of Career Development Programs provides leadership and direction for citywide vocational/technical education and services at the elementary, junior high/middle school, secondary, post-secondary and adult levels.

Students are provided theoretical knowledge and specialized marketable skills combined with supportive services. This gives students employability options and/or the background for continued education in post-secondary institutions, colleges/universities, technical schools, unions or employer training programs.

The Division also has administrative responsibility for the operation and supervision of seven (7) Career Development Centers and coordinates special state vocational programs and services for the disadvantaged, handicapped, school dropouts, adults, and males/females in non-traditional fields. It is accountable for maintaining liaison with other offices, agencies, businesses, industries, organizations and advisory groups that provide services to students and the community.

TRENDS

Systemwide and Division priorities are focused upon providing modern facilities, equipment and furnishings for citywide vocational/technical education programs. This systemic thrust requires continued implementation of the Transition Plan at all levels. Emphasis will be placed upon establishing and maintaining full-capacity and utilization of vocational/technical facilities through extended day and year-round programs. This will be accomplished by instituting staff conversions, differentiated staffing and establishing a qualified corps of substitutes.

The school system is studying the implementation of shared-time scheduling for Career Development Centers and Comprehensive High Schools. Such a multi-dimensional delivery system would include alternative scheduling, mobility and accountability. The completion of the modernization of four (4) Career Centers (Bell, Chamberlain, Phelps and M.M. Washington) will facilitate shared-time scheduling between these centers and the comprehensive high schools.

Plans have been developed to expand programs at Ellington School which will provide increased career options according to regional and national trends. Five cluster areas will constitute the vocational/technical component to be implemented upon completion of modernization: 1) Vocational Home Economics--Costume Design and Construction, 2) Carpentry--Set Design and Construction, 3) Electricity--Stage Lighting, 4) Graphic Design--Photography, and 5) Business Education--Arts Management. Construction will be initiated for Ellington School of the Arts in SY 1983-84.

Program expansion will include developing a child development component in Home Economics using the Renovation and Construction component within the Public Schools' facilities maintenance plan; using the Inter-High Connection to expand assistance in "self-help" activities with the Upper 14th Street Community, and providing a "thrift store" project in conjunction with Adult and Continuing Education; providing more cooperative work-study experiences by involving more private sector employers in cooperative education agreements; and developing and maintaining "joint-venture" partnerships with established businesses and industries and implementing prevocational programs for junior high/middle school students in business education, consumer and homemaking education and industrial arts education according to Standards published in 1982.

Demonstrable improvement will be made in public information and recruitment capabilities in order to maintain capacity enrollments and expand sex equity in all programs.

The Centralized School-Based Placement and Follow-Up Services will facilitate increased program participation, employment, and/or continuing educational development for students completing the program. The central data collection system will be instituted and interfaced with the Division of Automated Information Services (DAIS) incorporating the requirements of the Vocational Education Data System (VEDS). The Division will continue collecting, analyzing, interpreting and disseminating data specific to student attendance, achievement, testing, program instruction and competency measurement in order to insure improvement of instruction and training, progress towards systemwide targets, and quality vocational/technical education.

Instituting an equipment leasing plan will enable the school system to keep pace with modern technology and expand computer laboratories. Services for special needs populations will be improved and increased through facilities/equipment adaptations.

Continuous professional and staff development will be offered to staff during SY 1983-84. Full utilization of the District of Columbia Professional Development Partnership will further this effort.

Additional activities of the Division of Career Development will include: 1) participation of youth and staff in vocational organizations at all school levels; 2) continued development and revision of curriculum reflecting relevancy and local and national high-technology trends; 3) establishment of an Apprenticeship School beginning with four (4) areas: Carpentry, Electricity, Masonry, and Plumbing; and 4) active participation in the Zero-Base Budget process to provide essential human, technical, and materiel resources for quality Vocational/Technical Education Programs and Services.

- ADULT, CONTINUING EDUCATION & STAFF DEVELOPMENT

ADULT, CONTINUING EDUCATION AND STAFF DEVELOPMENT

During SY 1983-84, increased emphasis will be given to providing training and educational programs designed specifically to meet the emerging employment opportunities resulting from increased business, office and retail economic development in the city. Recognizing that other District public and private agencies also share the mission of providing such training and retraining programs, adult education programs will focus on those basic academic and employment entry-level skills necessary for young adults to gain access to the expanding job market. There will be continued emphasis on reading and mathematics skills and General Equivalency Diploma (GED) preparation. Increased emphasis will be given to development and implementation of cooperative training and retraining programs with other divisions of the school system and other District agencies. These training programs will target skills needed for job opportunities becoming available, especially in the areas of computer maintenance, personal services, transportation, office support, word processing and telecommunications. As part of these programs, components will be expanded to provide students with assistance in seeking jobs and in job placement.

Opportunities for adults to obtain credit for life experiences and achievements in a non-traditional school setting will be provided through the expansion of the External High School program. Satellite adult centers will provide English-as-a-Second-Language programs for the increasing non-English speaking populations, and the use of non-paid professionals in the adult education centers will be explored. Career counseling efforts will be expanded and will be made available to an increasing number of adults.

Community school programs will become more directly responsive to community needs and interests. The feasibility of placing more local community and regional control over these programs will be explored. Attempts will also be made to enhance and expand such programs through matching-funds approaches, based on the very successful and effective Mott Foundation program during the past five years.

Programs in staff and professional development will continue to focus on leadership training, computer literacy, and computer-assisted instruction. Such programs will seek to enhance the professional skills of all educational personnel, strengthening not only administrative leadership but leadership in the classroom as well. Programs for teachers will be expanded, giving greater emphasis to information sharing and demonstration through dissemination of information about effective instructional programs and techniques. The awarding of special mini-grants to foster innovative and creative programming will continue and expand if funds remain available. The number and types of in-service training, as mandated by the Superintendent and the Board, will be expanded to include all personnel.

Efforts will be made to extend and enhance the partnership established between the System, area universities, and outside agencies to broaden and enrich professional experiences for all educational personnel. Collaborative partnerships with the business community will be continued and strengthened. These joint ventures will provide varied experiences for District of Columbia Public School personnel and community at no cost to the System.

Additional avenues will be explored to obtain even more volunteers and volunteer services from the community. In-service training opportunities for school staff in developing, recruiting and maintaining strong volunteer programs at the local school level will be provided. Stronger recruitment/program development efforts will be directed toward older citizen, corporate and student volunteers. A computerized skills bank will be developed to manage the large number of volunteers and enable the school system to more effectively match a particular program, school, or student need with the most appropriate volunteer resource.

● SPECIAL EDUCATION AND PUPIL PERSONNEL SERVICES

SPECIAL EDUCATION AND PUPIL PERSONNEL SERVICES

A broader range of programs and services will be provided to handicapped children and youth in the District of Columbia during SY 1983-84. As a result of revised Rules of the Board of Education, special education will be provided to three-year old handicapped students. Emphasis will be given to instruction for these very young children in the formal education setting and will be reinforced through a home-based instructional approach in which teachers and aides work with children and parents in the home as well as in the local school.

The trend toward early identification and location of young children suspected of being handicapped will be addressed by the Division of Special Education and Pupil Personnel Services. This will be accomplished by undertaking increased efforts in the Pre-school Screening Program which provides developmental screening of young children in public and private day care centers, public and private pre-school programs, hospitals and clinics and in special cases, in private homes. Based on the screening results, certain developmentally delayed youngsters will be referred for further diagnostic assessment and/or placed in pre-school special education programs.

There will also be expansion of regional and local school programming for handicapped students as part of an effort to provide education in less restrictive environments. This will be done in an attempt to change a recent trend of placing students in more restrictive state level, tuition and institutional settings when student needs indicate that a less restrictive educational setting is equally satisfactory and as potentially beneficial. Based on a continuum of services designed by the Division, program development efforts will be undertaken to structure and support a wider range of programs for more handicapped students at the local school level.

Expanded efforts in staff development have become a national trend in developing comprehensive systems of personnel development. Within the D.C. Public Schools, in-service and professional development programs will be expanded to improve the quality and appropriateness of diagnostic and psycho-educational assessments of students referred for special education. New techniques and instruments will be used to ensure that students are evaluated in a non-discriminatory manner, that the information accruing from these assessments is more accurately utilized to develop prescribed Individualized Education Programs (IEP's) and that handicapped students receive more appropriate placement and service.

Additional target areas for staff development will include behavior management, nonvocal communication, and better use of an integrated therapy approach. An intensive staff development effort will be implemented to prepare staff to deliver qualitative instructional services to three year olds in accordance with recently adopted Board Rules. Parent training will also be a key effort undertaken by the Division to ensure that all skills taught within the school setting are reinforced within the home.

During the 1983-84 school year the Division expects to continue to emphasize a working partnership with the parents of handicapped children. The Bridge Model, developed by the parent's Campaign for Handicapped Children and Youth and the Council for Exceptional Children to foster positive working relationships between parents and special educators, is the projected vehicle for fostering this partnership. This model will be implemented through citywide and regional programs as well as the Parent Professional Training Center.

An additional thrust of the staff development effort will be to train general educators to accommodate mainstreamed special education students. It is anticipated that workshops and courses, targeting a variety of handicapping conditions, will be offered jointly to general and special educators. Through this effort, more appropriate programs for the mild to moderate handicapped children will be enhanced and will simultaneously expand the capability of the D.C. Public Schools to place even more students in less restrictive educational settings.

Increased use of computers and other mechanical instructional devices will be evident. Use of these machines will be directed toward physically handicapped, visually impaired and learning disabled students. Attempts will also be made to utilize information available from computer-assisted learning programs in developing students' IEP's for the coming school year. A wide range of computer-driven and computer compatible devices currently available for use with the visually impaired will enable teachers to broaden and expand curriculum content and instructional methods used with those students. Computer technology will also be used in the diagnosis of learning disabled students and in appropriate instructional programs to identify specific learning disabilities.

Accountability in education has also become a national priority in special education. In addressing accountability of the instructional program of special education in the D.C. Public Schools, a system of quality monitoring will be designed and implemented to complement the ongoing compliance monitoring effort. Through this monitoring effort, instructional programs will be evaluated as to their effectiveness, and where deficiencies are found, specific corrective actions will be employed to correct these deficiencies and improve the quality of service to handicapped students. Buttressing this quality monitoring effort will be the development and implementation of a standardized system of reporting a special education student's progress towards meeting the goals specified within his/her Individualized Education Program (IEP). This reporting system will be utilized by regional as well as citywide programs.

Complementing the development of a systemwide program of reporting student progress in special education will also be the awarding of diplomas or certificates upon program completion. The Division of Special Education and Pupil Personnel Services will be recommending Board policy related to this issue, and upon Board approval, will oversee the issuance of such documents.

Curriculum development will continue to be undertaken by the Division of Special Education and Pupil Personnel Services. Using the CBC format and complementing the two curricula guides already developed by the Division, a third Affective Curriculum will be produced that targets specific skills during the early elementary school years. General areas to be included in the curriculum are group dynamics, human growth and development and behavior management techniques. The curriculum will be developed for implementation by both regular and special educators.

Efforts toward comprehensive planning for services to handicapped children and youth throughout the District of Columbia will continue. This planning will continue to involve other city agencies that have a responsibility for providing certain related services that directly impact on the needs of handicapped children being serviced in the D.C. Public Schools.

● BILINGUAL EDUCATION

BILINGUAL EDUCATION

Bilingual Education is based on the premise that students who learn through the medium of two languages learn as well as, if not better than, those who learn monolingually. Students whose language development is firmly established also manifest positive, healthy outcomes in their character development -- self-concept, personality, and identity. The school, a microcosm of the society at-large, brings together the invaluable resources of its population. Especially useful are the varieties of language and culture. Bilingual Education capitalizes on multilingual, multicultural diversity among youth. Through the offerings of bilingual curricula, non-English and limited-English speaking students are prevented from falling behind in the content areas. While they are learning their second language, students are provided an opportunity to transfer skills from one language to the other.

In the D.C. Public Schools, the Bilingual Program has been in existence since 1970. It is now a component of the Deputy Superintendent's Office and offers special services to more than 5,000 non- and limited-English proficient students.

PLACEMENT

Section 402.13 of the Rules of the Board of Education states: "Bilingual and non-English speaking students shall be referred for placement determination to the Office of Bilingual Education and the appropriate placement determination shall be transmitted to the principal or other person in charge of the school or program." The referral process operates in the following manner: foreign students are sent to the Branch where transcripts from their native countries are interpreted prior to their registration at a designated school. Simultaneously, placement tests are given to the students to evaluate mathematics skills and language arts in the native language and to determine English proficiency. A file is developed for each student which includes test scores, recommendations and additional comments. A copy of the file is forwarded to the school where the student is recommended for placement.

ACADEMIC SERVICES

There are basically four models of educational programs being offered to the non- and limited-English proficient (NEP/LEP) students in the D.C. Public Schools:

English-as-a-Second-Language

This model provides intensive English language instruction using the English-as-a-Second-Language/Competency-Based Curriculum (ESL/CBC). The NEP/LEP students attend academic classes in English with monolingual English-speaking students. This model is implemented where there are a variety of languages represented among the students.

Transitional Bilingual Instruction

The NEP/LEP students receive English language instruction using the ESL/CBC. The academic subjects are taught in the native language of the students until a sufficient English language level is achieved. The students are then mainstreamed for their academic subjects. The model prevents academic retardation while the language acquisition process is taking place.

Full Bilingual Instruction

This program is offered at the elementary level only. Instruction is provided in both Spanish and English by a team of teachers, one of whom speaks English and the other a native speaker of the target language. Both speak the respective language with native fluency. All students attending continuously from pre-kindergarten through sixth grade are expected to develop bilingual/biliterate competency.

Basic Literacy Instruction

This model provides basic skills instruction in the native language of those students who are illiterate in their native language and are 11 years of age or older. Intensive English language instruction is also included using the ESL/CBC.

PROGRAMMATIC THRUST

According to data compiled by the Branch, the target population is increasing by 20 students a week. It is projected that by September 1983, NEP/LEP students in the D.C. Public Schools will number 5,647. Indicators point to a target population that is immigrating from Central America, Mexico, and the Caribbean. These projections compel structural adjustments in administration and program focus.

During SY 1983-84, administrative and supervisory functions, now performed exclusively by the Bilingual Education Branch, will be with the regional superintendents and local school principals. Areas specifically earmarked for structural readjustment include: personnel assignment, policy implementation, translation, interpretation, coordination, student placement, admissions, assessment, and records. The Bilingual Branch estimates that 75 percent of the administrative transactions projected will be handled by computer.

Program offerings will focus on increased instruction in language skills, mathematics, science, cultural integration and basic skills. Intensive staff development in media and the advances in educational technology will be implemented, i.e. video seminars and master classes, language laboratories, and microcomputers. These activities will be underwritten by proposals which have been positively acknowledged for funding by the U.S. Department of Education.

Schools with rapidly increasing NEP/LEP populations will expand their academic offerings to reflect student needs. Students targeted for these services will participate in one of the four academic models presented. Further, the Branch is developing a bilingual special education program to begin in the fall of 1983.

SCHOOL/COMMUNITY PROGRAMS

Another function of the Bilingual Program is to inform the community of existing services. School/community coordinators serve the Hispanic, Vietnamese, Caribbean, Chinese, African and other communities. Their responsibilities include:

- Assessing the needs of Spanish, Chinese, Vietnamese, and speakers of other languages through visits with parents, teachers, and administrators;
- Assisting in the placement of new arrivals in the D.C. Public Schools;
- Gathering data to assist program planning;

- Visiting homes of students with special needs;
- Serving as liaison among teachers, parents, and students;
- Explaining policies and regulations of the D.C. Public Schools to parents;
- Interpreting when necessary;
- Making parents aware of resources available in the community and ways to use these resources to their advantage;
- Working in conjunction with established community and governmental agencies to help meet students' needs;
- Compiling statistics for the annual "Student Cultural and Linguistic Survey."

The Bilingual Education Program of the District of Columbia Public Schools seeks to promote quality education among linguistically needy students so they may be integrated into society without destroying their native cultural values.

• CHAPTER 1

CHAPTER 1

Chapter 1 of the Education Consolidation and Improvement Act of 1981 (ECIA) provides financial assistance to public educational agencies to help meet the special needs of educationally deprived students.

In the District of Columbia Public Schools, these funds will support a supplementary program of instructional services for approximately 12,000 identified students in 80 public elementary and secondary schools and eight private schools. Public school students in grades one through seven, and students in grades one through eight in private schools will receive Chapter 1 services.

The Chapter 1 Program is administered in accordance with: 1) the philosophy, goals, and objectives of the school system, 2) the Congressional mandate, 3) principles of sound educational practice, 4) research findings related to the education of urban students, and 5) the Competency-Based Curriculum and Student Progress Plan of the District of Columbia Public Schools.

Eligible students will be identified on the basis of three criteria: 1) standardized achievement test percentile rank, 2) criterion-referenced test scores, and 3) grade level retention or transition class placement.

The major goal of the program is to increase the individual competencies and performance of identified students in the areas of reading, language, and mathematics, accompanied by improved attitudes and self-concept. Program objectives will be gains of one to five Normal Curve Equivalents (NCE's) in reading and mathematics, in accordance with grade level and subject area.

The curriculum foci will be reading, language, and mathematics planned and administered to support the school district's Competency-Based Curriculum thrust. The interventions will consist of Computer-Assisted Instruction (CAI) resource centers equipped with hardware and courseware in 50 elementary schools. CAI teachers and laboratory aides will utilize computer technology as a major learning resource to reinforce and extend direct instructional activities and experiences in reading, language, mathematics, and problem solving. The remaining elementary schools will operate reading/mathematics resource centers staffed by Chapter 1 teachers. All elementary schools will have paraprofessional aides, including educational aides, teaching assistants, and parent partner volunteers to assist teachers and students in grades 1-3. A tutorial program will operate before and after school. Identified 7th grade students in elementary/junior high schools will also receive instructional services in these resource centers. Junior high schools will operate reading laboratory programs, and private schools will implement reading and mathematics instruction in learning laboratories.

Non-instructional impediments to learning (social, emotional, and economic problems) will be alleviated by Pupil Personnel Team resources. Parental involvement will offer additional resources for classroom assistance. Staff development and other services will be provided for the support and assistance of staff in order to produce optimal instructional experiences for students. A systematic evaluation of program impact and effects will be used to identify and report student achievement.

Local Education Agency (LEA) administrative support for district-wide program operations will facilitate the accomplishment of program goals and objectives. LEA services will insure fiscal and personnel accountability, and the compliance of operations with federal guidelines and school district policies. Management will insure that needs assessment strategies, program planning procedures, implementation actions, evaluation processes, and personnel and fiscal practices will be uniformly administered. A systematic, clearly defined approach to providing administrative support will insure a well-coordinated program.

The implementation of the District Plan of Chapter 1 Program operations will support and impact upon the local school system's attainment of its long range objectives, including:

- The availability of additional program personnel and instructional services which will strengthen the local schools' efforts to implement the Competency-Based Curriculum and Student Progress Plan;
- The documented trend in measurable gains by Chapter 1 students on standardized achievement tests in reading and mathematics;
- Through creative utilization of computer-managed instructional resources, improvement will be evidenced in classroom and resource center management.

The program has established a comprehensive set of long range goals, as follows:

- To maximize, to the extent possible, program services that are determined to be most beneficial to student achievement;
- To analyze and utilize evaluation data more extensively, along with formal and informal assessments by federal and state monitoring teams, local school staffs, and regional and district school administrators to improve program planning in response to changes in student population, student, staff, and community needs;
- To devise strategies for coordinating services more effectively with other school divisions (such as the Divisions of Budget and Personnel) to improve the delivery of personnel and materiel resources to Chapter 1 schools;
- To improve needs assessment instruments and collect more pertinent data for planning and responding to the needs of Chapter 1 students and staff.

The following trends are in evidence and will be highlighted in the Chapter 1 Program during SY 1983-84:

- Use of computer technology for the improvement of instruction of Chapter 1 students;
- Use of computer technology for the improvement of the management of resource center operations;
- Use of evaluation data for both short term and long range program-wide, local school, and resource center instructional planning;
- Use of Chapter 1 and other school-based instructional resources in differentiated, creative collaborative designs to highlight the benefits of instructional resources teaming and to increase their impact upon student achievement;
- Concentration of services to intermediate grade students.

● CHAPTER 2



CHAPTER 2

During School Year 1982-83, the programs designed under Chapter 2 of the Education Consolidation and Improvement Act of 1981 were implemented for the first time in an effort to satisfy the legislative and programmatic intents of the various subchapters and to directly relate to the Superintendent's long range objectives for the school system. In accordance with Section 564(a)(5) of Chapter 2, programs implemented in the coming school year will be evaluated by staff of the Chapter 2 LEA Evaluation Unit.

The programs being proposed for implementation in SY 1983-84 are essentially those which operated last year except where program operations have been modified as a result of evaluation results. Program summaries follow.

SUBCHAPTER A: BASIC SKILLS DEVELOPMENT

Improving Basic Skills in Reading and Mathematics

The major thrust of the Improving Basic Skills in Reading and Mathematics program continues to be to provide the same attention to sequential learning for skills-deficient seventh and eighth grade students on the junior high level that is being provided on the elementary level through SPP. Rather than addressing these skills in the context of the Basic Skills Centers, however, the focus will be with the transition teachers in the junior high schools. Training will be provided for the transition teachers to work with program materials while additional educational supplies will be provided for systemwide use in the critical areas of reading and mathematics instruction across all grade levels.

SUBCHAPTER B: EDUCATIONAL IMPROVEMENT AND SUPPORT SERVICES

Teacher/Instructional Support Training Unit

The primary function of the Teacher/Instructional Improvement and Support Services Unit is to provide in-service training designed for and by teachers based upon their perception of the kinds of assistance they need to meet the educational needs of students. To accomplish this, the unit provides an environment in which teachers can grow professionally and intellectually through formal and informal interaction with peers.

The operations include: 1) assessing the needs of classroom teachers, 2) providing resources and supplies, 3) designing and coordinating in-service training to respond to identified mandates and needs, 4) facilitating and sponsoring workshops, conferences, seminars, and other individual, small group and large group activities, and 5) operating programs involving pre-service training to meet the needs of institutions, agencies, professional and paraprofessional personnel in the D.C. Public Schools.

Dissemination - District Facilitator Project

The District Facilitator Project (DFP) is a resource link in effecting educational change in Washington, D.C. public, private and parochial schools. DFP provides these schools with a range of options for improving instructional programs through the introduction of National Diffusion Network (NDN) projects by making available information about programs which have been validated as successful by the U.S. Department of Education, and by providing teacher and administrator training, in-service staff development, and program specific materials to schools or regions that elect to implement a validated program.

Public/Private Partnerships

The program operates as a bridge between the DCPS and the private sector to promote private involvement in improved instruction, curriculum, staff development, planning, and management. Additionally, education and career options for students are improved through partnerships with the private sector that are designed to complement existing academic programs. The school system, in turn, can offer a better prepared and skilled labor force to the potential employers of DCPS graduates.

Five new high school career programs have been launched. The programs stress basic skills proficiency, refinement of curricular offerings to address potential employers' needs, employability training, and rigorous academic preparation.

School Library Resources

During the 1983-84 school year, the School Library Resources program will provide direct support to local schools in their efforts to maintain high quality library and media resources as an adjunct to their instructional programs through coordination with the Educational Media Center. The LEA Administration Unit will coordinate and monitor the involvement of private nonpublic schools in this program and other programs under which these schools receive services, supplies and equipment.

Educational Technology

The Educational Technology program for School Year 1983-84 will include: 1) the development and implementation of a science and mathematics instructional television project on the junior high school level, 2) the direction of the second year phase of the Computer Literacy Five Year Plan, 3) the coordination of the installation of the KU-Band down-receiver for the National University of the Air, Inc., in-service training program, and 4) the development and implementation of procedures for the purchase, operation and the maintenance of technological equipment. These programs and services will support the Competency-Based Curriculum (CBC) and the Student Progress Plan (SPP).

Multi-Arts Service Program

The Multi-Arts Service Program provides students with opportunities to see, hear and participate in the arts disciplines offered at the Duke Ellington School of the Arts. Students in elementary and junior high school in particular, experience the presentation of plays, musical performances, dance performances and traveling art exhibits in their schools. Workshops are provided for selected groups of interested students in the Ellington studios in each of the disciplines. Demonstration of instrumental and vocal techniques, basic dance skills, drama workshops and typical drawing exercises are presented in selected classrooms of the school.

Embassy Adoption Program

In the Embassy Adoption Program each participating embassy "adopts" a fifth or sixth grade class during the second semester. The students learn about their adopted country using materials provided by the embassy, resources secured by the teacher, Women's Committee of the Performing Arts Society volunteer, and the school librarian. Typical activities include demonstrations of art, dance, music, crafts and ethnic foods, loan of brochures, flags, posters, etc., presentation of films emphasizing children's activities in the country's natural life, classroom speakers and pen pal or art exchanges.

In SY 1983-84, a minimum of twenty-eight embassies will be identified to participate in the program. Embassies are selected based on teacher requests, the social studies curriculum and personal contacts of the Women's Committee. Teachers are selected by their principals from schools recommended by each regional assistant superintendent.

Gifted and Talented

In SY 1983-84, the Gifted/Talented Education Program will be providing direct funding and technical assistance to school projects. Some will focus on the visual and/or performing arts. The other projects will embrace the academic/creative talents of students. The projects have been encouraged to maximize utilization of community resources to broaden and strengthen the services to gifted and talented students.

Basic prototypes for program delivery include: 1) integrated cluster grouping, 2) pull-out classes for enrichment, 3) acceleration, 4) multiage/level grouping, 5) independent study projects, 6) classes for the gifted, and 7) community mentors.

Nature-Computer Camp

The "Nature-Computer" camp will create an opportunity for metropolitan youth to gain an understanding and appreciation of the Nation's natural environment and become computer literate at the same time. The program's interdisciplinary activities will utilize the natural resources in a outdoor setting, and a special computer laboratory set up indoors. The program will also offer the students the opportunity to use and increase their skills in making observations about the natural environment, identifying fauna and flora, collecting specimens, preparing illustrations of natural phenomena and using computers to help learn problem-solving skills.

ADMINISTRATION

The administration of Chapter 2 programs is the responsibility of the LEA Director who reports directly to the Superintendent. The LEA Director is accountable for the implementation of programs, technical assistance, fiscal control, involvement of private, nonpublic schools, on-site visits, monitoring, and development of required reports. Travel allotments and supply expenditures for all Chapter 2 programs will be monitored by the LEA Director. In SY 1983-84 the LEA Director will work more closely with the Evaluation Unit in evaluating the Chapter 2 programs, will advise program managers and will make recommendations to the Superintendent. The Assistant Director for Operations is primarily responsible for coordinating the involvement of the private, nonpublic schools, but assists the Director in day-to-day operations.

EVALUATION

The Evaluation Unit, established in the Division of Quality Assurance, provides program evaluation and technical assistance. The results of the evaluation are used by the project and the administration both for accountability and to aid in decision making on modifying and continuing programs. The Unit is responsible for developing evaluation designs, collecting pertinent data, preparing interim and final reports, and providing technical assistance.

Education Plans
SY 1983-84

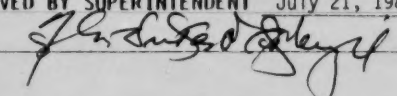
● OFFICE OF THE SUPERINTENDENT

EDUCATION PLAN, SY 1983-84

OFFICE of the Superintendent

ACCOUNTABLE OFFICER Floretta Dukes McKenzie

DATE APPROVED BY SUPERINTENDENT July 21, 1983

APPROVED: 

01

MISSION STATEMENT: The Office of the Superintendent provides energetic leadership and philosophical direction to the instructional and management operations of the school system. In doing so it seeks, with the Board of Education, to achieve the overall mission of the school system: "To promote excellence in education by providing a viable and comprehensive instructional program (pre-kindergarten through twelfth grade) leading to the attainment of knowledge, competencies and skills which upon completion will enable each student to function as a useful citizen."

02

FUNCTIONS: The Executive Office provides educational leadership for all organizational elements of the school system. The Division of Quality Assurance provides research, evaluation and student assessment services. The Labor Relations Branch negotiates Board/Union agreements and administers labor relations policy. The Legal, Regulatory and Legislative Services Branch provides legal counsel and advisory services to the Board, Superintendent, central, regional and local school officers and staff. The Communications Branch serves to inform and explain the goals, policies, programs, services, needs and current issues of the school system to a range of public audiences. Chapter 2 of the Education Consolidation and Improvement Act of 1981 supports the instructional program through the development and demonstration of programs.

03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG RANGE OBJECTIVE: Modify and strengthen the implementation of the Competency-Based Curriculum and Student Progress Plan.
I.A.	I	1984 INTERMEDIATE OBJECTIVE REFERENCE NUMBERS: I.A.1.; I.A.2.; I.A.3.; I.A.4.; I.A.5.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.A.1.	1. Review/study selected UDC/NIE recommenda- tions for appropriate action;	Executive Office/ Division of Quality Assurance	8/83	Reports on recommendations
	2. Submit recommendations to the Board of Education for approval;	Executive Office	Ongoing	Transmittal memoranda
	3. Direct the implementation of approved recommendations;	Executive Office	Ongoing	Directives, meeting agendas
	4. Prioritize assessment areas; and	Executive Office/ Division of Quality Assurance	10/83	List, design of assessment
	5. Conduct assessment tasks.	Division of Quality Assurance	6/84	Reports

LRO Status Code:

P = In Planning

I = Implemented

N I = Not Implemented

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.A.2.	1. Provide leadership in the development of a comprehensive program of study for grades 9-12.	Executive Office	6/84	Meeting agendas, memoranda
I.A.3.	1. Direct the design of revised standards for grading and promotion;	Executive Office	6/84	Meeting agendas, memoranda
	2. Develop a plan for the implementation of revised standards for grading and promotion; and	Executive Office	6/84	Plan
	3. Submit to the Board of Education for approval.	Executive Office	6/84	Transmittal memoranda
I.A.4.	1. Assess educational needs and priorities;	Executive Office/ Division of Quality Assurance	10/83	Assessment report
	2. Analyze research findings to identify the strengths and weaknesses of the existing instructional delivery system at all instructional levels; and	Executive Office/ Division of Quality Assurance	11/83	Report, meeting agendas
	3. Direct the development of an improved instructional delivery system in grades K-12.	Executive Office	6/84	Directive

LRO Status Code:

P = In Planning

I = Implemented

N I = Not Implemented

Continuation Page

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.A.5.	1. Conduct systemwide survey of teachers and administrators to determine specific staff development needs; and	Division of Quality Assurance	10/83	Survey
	2. Direct the expansion of staff development opportunities in effective CBC strategies for teachers and administrators.	Executive Office	6/84	Directive, memoranda, status reports

IRO Status Code:

P = In Planning

I = Implemented

N I = Not Implemented

03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF IRO AS OF 6/1/83	LONG RANGE OBJECTIVE: Increase student performance in reading, language arts, mathematics, science, social studies, and the arts.
I.B.	I	1984 INTERMEDIATE OBJECTIVE REFERENCE NUMBERS: I.B.1.; I.B.2.; I.B.3.; I.B.4.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.B.1.	1. Determine instructional priority areas targeted for improvement; and 2. Monitor the utilization of personnel and non-personnel resources for increased efficiency and effectiveness in the improvement of the academic achievement of students.	Executive Office Executive Office	8/83 Ongoing	Meeting agendas, list of priority areas Status reports
I.B.2.	1. Establish and update standards for student achievement in reading, language arts, science, social studies, and the arts.	Executive Office	9/83	Revised standards
I.B.3.	1. Identify exemplary educational programs which will improve student performance;	Executive Office	8/83	Exemplary program list

IRO Status Code:

P = In Planning

I = Implemented

NI = Not Implemented

Continuation Page

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.B.3. (cont'd.)	2. Develop/adapt exemplary programs to meet the needs of specific student populations; and	Executive Office	8/83	Designed programs
	3. Implement exemplary programs.	Executive Office	9/83	Program implementation
I.B.4.	1. Provide leadership to increase the use of research data by teachers and administrators to meet identified student needs.	Executive Office	Ongoing	Directives

IRO Status Code:

P = In Planning

I = Implemented

N I = Not Implemented

03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG RANGE OBJECTIVE: Implement adjustments in system's grade organization to improve instructional delivery and accountability.
I.E.	P	1984 INTERMEDIATE OBJECTIVE REFERENCE NUMBERS: I.E.1.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.E.1.	1. Direct the study of the current grade organizational structure;	Executive Office	8/83	Directive, memoranda
	2. Review/study selected recommendations culminating from the study; and	Executive Office	6/84	Study recommendations
	3. Submit recommendations to the Board of Education for approval.	Executive Office	6/84	Transmittal memoranda

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG RANGE OBJECTIVE: Provide leadership and support for public/private partnerships to improve educational and career options for secondary school students.
I.F.	1	1984 INTERMEDIATE OBJECTIVE REFERENCE NUMBERS: I.F.1.; I.F.2.; I.F.3.

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.F.1.	1. Establish and maintain working relationships with the private sector;	Executive Office	Ongoing	Maintenance of working relationships in established public/private partnerships
	2. Provide effective responses to inquiries from officers and attorneys representing private organizations regarding laws, regulations, and Board Rules which govern and/or impact on other relationships involved in establishing public/private partnerships; and	Legal Services Branch	Ongoing	Written communications and telephone calls
	3. Inform the Superintendent and other staff officers concerned with legally-oriented inquiries regarding public/private partnerships and any outcomes resulting from such contacts.	Legal Services Branch	Ongoing	Oral and written reports

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04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.F.2.	1. Promote continued support from the private sector for established public/private partnerships;	Executive Office	Ongoing	Continued support for established public/private partnerships
	2. Edit, design, print and distribute brochures and annual report on public/private partnerships; and	Communications Branch	9/83	Approved Annual Report and brochures
	3. Write, edit, design, print and distribute public/private partnership materials for parents.	Communications Branch/ Executive Office	9/83	Completed materials
I.F.3.	1. Direct the refinement of public/private partnerships based upon evaluation results.	Executive Office	Ongoing	Evaluation report(s) with recommendations; program refinements

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG RANGE OBJECTIVE: Administer current labor-management agreements and direct the negotiation of their renewal.
II.C.	P	1984 INTERMEDIATE OBJECTIVE REFERENCE NUMBERS: II.C.1.; II.C.2.; II.C.3; II.C.4

- II.C.1. Maintain good labor-management relations.
 II.C.2. Prepare for/complete contract negotiations.
 II.C.3. Prepare and submit proposals for negotiations.

- II.C.4. Seek the involvement and support of the community in contract negotiations.

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.C.1.	1. Process grievances in a timely manner;	Labor Relations Branch	Ongoing	Compliance with contractual time limits
	2. Advise Superintendent and school officers on the interpretation and application of provisions of Agreements; and	Labor Relations Branch	Ongoing	Written and oral advisements, briefing session agenda(s)
	3. Conduct workshops on contract administration.	Labor Relations Branch	Ongoing	Agendas of meetings, workshop objectives and evaluation summaries
II.C.2.	1. Determine process for obtaining data for next round of contract negotiations;	Labor Relations Branch	7/83	Approved process for updating data
	2. Survey school districts;	Labor Relations Branch	9/83	Survey results
	3. Utilize data file as necessary;	Labor Relations Branch	12/83	Updated data file

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.C.2. (cont'd.)	4. Utilize data file as necessary;	Labor Relations Branch	6/84	Operational computerized data bank
	5. Establish compensation study committee; and	Labor Relations Branch	12/83	Approved list of committee members
	6. Oversee the development and implementation of the compensation survey.	Labor Relations Branch	1/84	Publication of survey
II.C.3.	1. Conduct sessions with supervisors;	Labor Relations Branch	10/83	Proposed negotiation items
	2. Develop draft proposals for negotiations;	Labor Relations Branch	10/83	Draft proposals
	3. Submit proposals to Superintendent for review and approval; and	Labor Relations Branch	11/83	Transmittal memoranda, finalized proposals
	4. Submit proposals to the Board for approval.	Labor Relations Branch	12/83	Transmittal memoranda, approved proposals
II.C.4.	1. Prepare Board and Union proposals for publication and distribution to the public;	Labor Relations Branch	1/84	Finalized proposals, dissemination list
	2. Attend public hearings; and	Labor Relations Branch	2/84	Schedules of public hearings, record of public hearings
	3. Provide follow-up to public hearings as necessary.	Labor Relations Branch	3/84	Record of follow-up

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG RANGE OBJECTIVE:
		Implement modifications, realignments and/or reorganization of the central administration.
II.G.	I	1984 INTERMEDIATE OBJECTIVE REFERENCE NUMBERS: II.G.2.

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.G.2.	1. Assess the central office organization for strengths and weaknesses in the delivery of services;	Executive Office	Ongoing	Status reports, meeting agendas
	2. Based on recommendations and comprehensive reviews, implement changes as required;	Executive Office	Ongoing	Directives, organizational charts
	3. Continually assess the organizational structure to ensure that the services provided are the services needed; and	Executive Office	Ongoing	Status reports, meeting agendas
	4. Monitor the implementation of organizational changes.	Executive Office	Ongoing	Status reports

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG RANGE OBJECTIVE: Prepare and implement a comprehensive multi-year plan for SY 1983-87 from which an annual Education Plan for SY 1983-84 can be extracted.
III.A.	P	1984 INTERMEDIATE OBJECTIVE REFERENCE NUMBERS: III.A.2.; III.A.3.; III.A.4.; III.A.5

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
III.A.2.	1. Examine philosophy, mission and goals for SY 1984-85;	Executive Office	3/84	Reaffirmed philosophy, mission and goals
	2. Approve and disseminate SY 1984-85 Annual Plan materials to major offices;	Executive Office	4/84	Transmittal memoranda and approved planning package
	3. Receive major office plans and forward to Division of Program Development for inclusion in the Annual Plan;	Executive Office	5/84	Transmittal memoranda to Division of Program Development
	4. Review and approve Annual Plan for SY 1984-85 for implementation and dissemination; and	Executive Office/ Executive Council	7/84	Approved Annual Plan
	5. Review monitoring reports and initiate corrective action as needed.	Executive Office	2/84-6/84	Written and oral communications with Office heads

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
III.A.3.	1. Develop student membership projections for allocation of personnel and material resources for Fall 1984.	Division of Quality Assurance	5/84	Approved membership projections
III.A.4.	1. Review and approve statistical and evaluation reports; and	Executive Office	Ongoing	Approved reports
	2. Submit reports to Board for information.	Executive Office	Ongoing	Transmittal memoranda
III.A.5.	1. Review information on employment trends and other societal directions for implications on career offerings and public/private partnerships.	Executive Office	Ongoing	Identified trends and employment opportunities

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG RANGE OBJECTIVE: Design and establish public/private partnerships.
III.B.	I	1984 INTERMEDIATE OBJECTIVE REFERENCE NUMBERS: III.B.1.

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
III.B.1.	1. Negotiate public/private agreements in priority areas; and	Executive Office	Ongoing	Negotiated public/private agreements
	2. Review/revise proposed negotiated services contracts for legal sufficiency, and inform responsible staff officers if necessary.	Legal Services Branch	Ongoing	Approved contractual agreements

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6 '83	LONG RANGE OBJECTIVE: Develop an annual budget plan for the Office; provide leadership and mobilize support for school system budget.
III.C.	P	1984 INTERMEDIATE OBJECTIVE REFERENCE NUMBERS: III.C.1.; III.C.2.; III.C.3.; III.C.4.; III.C.5. (new)

III.C.5. Prepare and disseminate budget information to various publics.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
III.C.1.	1. Identify new/continuing operations/services of Office for FY 1985-86;	Executive Office/ Divisions and Branches	5/84	Identified new/continuing operations and services
	2. Project personnel and other resource needs for FY 1985-86;	Executive Office/ Divisions and Branches	5/84	Identified resource needs
	3. Determine annual budget requirements for Office;	Executive Office	5/84	Identified requirements
	4. Finalize annual budget requirements;	Executive Office	5/84	Finalized recommended Office budget
	5. Determine systemwide budget priorities and new or continuing operations and services for FY 1985-86;	Executive Office	5/84	Identified budget priorities and list of new/continuing operations and services
	6. Project resource needs (personnel and other) to implement priority operations and services in FY 1985-86;	Executive Office and Major Offices	5/84	Identified resource needs

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
III.C.1. (cont'd.)	7. Determine annual system budget requirements for FY 1985-86; and	Executive Office/ Division of Budget	5/84	Identified systemwide requirements
	8. Submit final annual budget to Board of Education.	Executive Office	5/84	Transmittal memoranda and final budget
III.C.2.	1. Submit annual budget plan to various budget review authorities.	Executive Office/ Division of Budget	6/84	Transmittal memoranda
III.C.3.	1. Present testimony during budget hearings of the City Council and Congress;	Executive Office/ Legal Services Branch/ Communications Branch	Ongoing	Schedule of hearings, record of testimony presented
	2. Develop testimony for the President of the Board of Education, as requested, for use during budget hearings.	Executive Office/ Legal Services Branch	Ongoing	Transmittal memoranda and copy of testimony
III.C.4.	1. Direct the preparation of the budget data book for use in responding to questions raised during budget hearings before the City Council and Congressional Committees, etc.; and	Executive Office/ Legal Services Branch	Ongoing	Budget data book used during budget hearings
	2. Monitor and recommend revisions, when necessary, in submissions by the school system to the City Council and Congressional Committees, etc.	Executive Office/ Legal Services Branch/ Communications Branch	Ongoing	Transmittal memoranda/correspondence

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
III.C.5.	1. Prepare a "lay language" information brochure on the budget and budget process;	Communications Branch	5/84	Approved brochure
	2. Distribute to parents, PTAs, community groups, etc.; and	Communications Branch	5/84	Dissemination list; meeting agendas
	3. Serve as contact point for responding to the public and media inquiries on the budget.	Communications Branch	Ongoing	Written communications and telephone calls

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG RANGE OBJECTIVE: Provide systematic research services in the priority areas as determined by the Superintendent and as evidenced by reports/documents submitted to the Superintendent of Schools.
IV.A.	I	1984 INTERMEDIATE OBJECTIVE REFERENCE NUMBERS: IV.A.1.; IV.A.2.; IV.A.3.; IV.A.4.; IV.A.5.; IV.A.6.; IV.A.7.

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
IV.A.1.	1. Prepare annual Data Resource Book;	Division of Quality Assurance	2/84	1983-84 Data Resource Book
	2. Prepare monthly student membership reports/summaries;	Division of Quality Assurance	Ongoing	Monthly Membership Reports/Summaries
	3. Compile student attendance data;	Division of Quality Assurance	Ongoing	Weekly reports from schools summarized annually
	4. Interface with Division of Automated Information Services (DAIS) in development and implementation of graduate follow-up survey; and	Division of Quality Assurance	6/84	Follow-up survey report
	5. Conduct student dropout survey.	Division of Quality Assurance	3/84	Dropout report

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
IV.A.2.	1. Determine research topics of primary concern to the school system;	Division of Quality Assurance	Ongoing	List of research topics
	2. Develop research design and data gathering methodology;	Division of Quality Assurance	Ongoing	Approved research design(s) and methodology
	3. Meet with appropriate school officers to establish procedures for obtaining research information;	Division of Quality Assurance	Ongoing	Schedule of meetings, approved procedures
	4. Develop or locate appropriate data gathering instruments;	Division of Quality Assurance	Ongoing	Instruments on hand
	5. Implement the research studies through appropriate channels;	Division of Quality Assurance	Ongoing	Transmittal memoranda, completed surveys
	6. Write new or use existing computer programs;	Division of Quality Assurance	Ongoing	Operational computer programs
	7. Process data and prepare narrative; and	Division of Quality Assurance	Ongoing	Draft report
	8. Type final reports and disseminate as needed.	Division of Quality Assurance	Ongoing	Report on file
IV.A.3.	1. Receive and screen research proposals for completeness;	Division of Quality Assurance	Ongoing	Proposals submitted and screened
	2. Review surveys, instruments, questionnaires, etc. for assurance there is no duplication or inappropriate questions asked; and	Division of Quality Assurance	Ongoing	Written reviews and comments of staff, correspondence

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
IV.A.3. (cont'd.)	3. Approve/disapprove requests to do research.	Division of Quality Assurance	Ongoing	Correspondence and, if approved, clearance with regions and schools
IV.A.4.	1. Review requests for technical assistance;	Division of Quality Assurance	Ongoing	Written requests for assistance
	2. Determine need for assistance with respect to research design, use of software packages, and measurement and testing issues;	Division of Quality Assurance	Ongoing	Identified needs
	3. Respond to client requests for assistance; and	Division of Quality Assurance	Ongoing	Written correspondence and/or records of meetings
	4. Recommend appropriate research designs, software programs and test procedures as needed.	Division of Quality Assurance	Ongoing	Record of assistance rendered
IV.A.5.	1. Provide research information services;	Division of Quality Assurance	Ongoing	Request forms and other documentation of services rendered
	2. Review requests for information to determine purpose, data required and availability of data;	Division of Quality Assurance	Ongoing	Written requests
	3. Maintain/expand in-house library and information resource collection;	Division of Quality Assurance	Ongoing	Current collection of shelved and filed materials
	4. Maintain human resource file for securing data not readily available in-house;	Division of Quality Assurance	Ongoing	Human resource file

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
IV.A.5. (cont'd.)	5. Collect/compile requested data using in-house and outside information resources;	Division of Quality Assurance	Ongoing	Written record of data collected
	6. Analyze data, prepare charts and narrative reports, when required and/or appropriate;	Division of Quality Assurance	Ongoing	Reports, charts, tables, budget hearing documents, etc.
	7. Forward/disseminate information and/or documents to other appropriate school offices; and	Division of Quality Assurance	Ongoing	Transmittal memoranda
	8. Provide orientation to school system personnel and others in the use of research information and ERIC.	Division of Quality Assurance	Ongoing	Schedule of orientation meetings/sessions
IV.A.6.	1. Confer with school system personnel on priority areas for research regarding CBC and SPP in order to formulate research questions;	Division of Quality Assurance	9/83	Formulated research questions
	2. Develop research design;	Division of Quality Assurance	12/83	Approved research design
	3. Develop or locate appropriate data gathering instruments;	Division of Quality Assurance	1/84	Approved data gathering instruments
	4. Implement the studies through appropriate channels;	Division of Quality Assurance	5/84	Completed survey forms
	5. Process data using computer programs or technology from vendors;	Division of Quality Assurance	6/84	Data file; computer printouts

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
IV.A.6. (cont'd.)	6. Analyze data; and	Division of Quality Assurance	6/84	Interpretation results
	7. Prepare final reports and share results with Instructional Services Center and regional offices.	Division of Quality Assurance	6/84	Report on file
IV.A.7.	1. Determine research topics of primary concern to the school system related to student assessment and achievement;	Division of Quality Assurance	Ongoing	List of research topics
	2. Develop research design and data gathering methodology;	Division of Quality Assurance	Ongoing	Approved research design
	3. Meet with appropriate school officers to establish procedures for obtaining research information;	Division of Quality Assurance	Ongoing	Established procedures
	4. Develop or locate appropriate data gathering instruments;	Division of Quality Assurance	Ongoing	Approved instruments
	5. Implement the research studies through appropriate channels;	Division of Quality Assurance	Ongoing	Collected data
	6. Write new or existing computer programs;	Division of Quality Assurance	Ongoing	Identified computer programs
	7. Process data and prepare narrative; and	Division of Quality Assurance	Ongoing	Computer printouts; interpretation of results
	8. Type final reports and disseminate as needed.	Division of Quality Assurance	Ongoing	Report on file; dissemination list and transmittal memoranda

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG RANGE OBJECTIVE: To provide systematic evaluation services in the priority areas as determined by the Superintendent and as evidenced by reports and/or documents submitted to the Superintendent of Schools.
IV.B.	I	1984 INTERMEDIATE OBJECTIVE REFERENCE NUMBERS: IV.B.1.; IV.B.2.; IV.B.3.; IV.B.4.; IV.B.6.; IV.B.7.; IV.B.8.; IV.B.8

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
IV.B.1.	1. Submit request for services and specifications to the Division of Automated Information Services (DAIS);	Division of Quality Assurance	Ongoing	Written requests
	2. Prepare evaluation system data collection forms for each school;	Divisions of Quality Assurance and Automated Information Services	1/84, 5/84	School data collection packages
	3. Collect data, edit and scan forms;	Division of Quality Assurance	2/84, 6/84	Scanned files
	4. Process data and generate printouts; and	Division of Automated Information Services	Ongoing	Computer printouts
	5. Analyze data and prepare reports.	Division of Quality Assurance	Ongoing	Reports to Superintendent
IV.B.2.	1. Prepare evaluation designs for regular and other programs as required; and	Division of Quality Assurance	Ongoing	Approved evaluation designs

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
IV.B.2 (cont'd.)	2. Conduct evaluation studies for regular and other programs as required.	Division of Quality Assurance	Ongoing	Final evaluation report
IV.B.3.	1. Provide technical assistance to project directors and others in the design and implementation of studies; and	Division of Quality Assurance	Ongoing	Record of assistance rendered
	2. Provide orientation sessions in evaluation theory and practice as required.	Division of Quality Assurance	Ongoing	Schedule of meetings
IV.B.4.	1. Receive and screen evaluation proposals for completeness;	Division of Quality Assurance	Ongoing	Submitted and screened proposals
	2. Review surveys, instruments, questionnaires for appropriateness; and	Division of Quality Assurance	Ongoing	Correspondence and, if approved, regional and school clearance, if necessary
	3. Approve/disapprove requests for permission to evaluate.	Division of Quality Assurance	Ongoing	Written approval/disapproval prior to involvement of subjects
IV.B.6.	1. Review pre-testing results of the kindergarteners involved in the Writing to Read program (Metropolitan Readiness Test);	Executive Office	9/83	Test results
	2. Collect writing samples; and	Executive Office/ Division of Quality Assurance	3/84	Writing samples
	3. Review post-testing results, as well as assess the evaluation procedures.	Executive Office	4/84	Test results and evaluation report

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
IV.B.7.	1. Review and distribute interim reports;	Division of Quality Assurance	10/83	Interim reports and report distribution list
	2. Monitor performance of public/private partnership contractors; and	Division of Quality Assurance	4/84	Monthly progress reports submitted by contractors
	3. Prepare and distribute final reports.	Division of Quality Assurance	5/84	Final report and report distribution list
IV.B.8. (Chap. 1)	1. Prepare 1980/81-1981/82 Final Evaluation Report for Chapter 1;	Division of Quality Assurance	8/83	Report submitted to Superintendent
	2. Prepare 1982-83 Final Evaluation Report for Chapter 1;	Division of Quality Assurance	12/83	Report submitted to Superintendent
	3. Identify schools eligible for Chapter 1 services in 1984-85; and	Division of Quality Assurance	12/83	Identified eligible schools
	4. Conduct evaluation of 1983-84 programs:	Division of Quality Assurance	6/84	Rationale
	a. Plan evaluation and research tasks			Evaluation plan
	b. Conduct design conferences (identify data needs)			Design document
	c. Develop evaluation instruments and data analysis procedures			Instruments
	d. Collect data.			Completed instruments

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
IV.B.8. (Chap. 2)	1. Plan and develop an evaluation design for 1983-84;	Division of Quality Assurance	11/83	Design documents
	2. Complete 1982-83 evaluation reports;	Division of Quality Assurance	1/84	Final reports submitted to Superintendent
	3. Prepare an interim (process) report and disseminate to project directors;	Division of Quality Assurance	3/84	Interim reports sent to project directors and managers
	4. Design and construct data collection instruments; and	Division of Quality Assurance	3/84	Approved instruments
	5. Collect, control, and process data.	Division of Quality Assurance	6/84	Completed instruments and data summaries

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG RANGE OBJECTIVE: To develop and implement a citywide student assessment program based on the instructional objectives of the school system.
IV.C.	1	1984 INTERMEDIATE OBJECTIVE REFERENCE NUMBERS: IV.C.1.; IV.C.2.; IV.C.3.; IV.C.4.; IV.C.5.

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
IV.C.1.	1. Identify appropriate instruments for new aspects of student assessment program;	Division of Quality Assurance	Ongoing	Identified assessment instruments
	2. Develop test administration plans;	Division of Quality Assurance	Ongoing	Approved plan
	3. Determine test inventory needs;	Division of Quality Assurance	Ongoing	Identified inventory needs
	4. Meet with appropriate vendors for inventory purposes;	Division of Quality Assurance	Ongoing	Schedule of meetings
	5. Meet with test chairpersons to review test administration procedures;	Division of Quality Assurance	Ongoing	Revised/approved test procedures
	6. Distribute materials to schools using existing enrollment figures and inventory control procedures;	Division of Quality Assurance	Ongoing	Distribution list
	7. Collect test materials from schools; and	Division of Quality Assurance	Ongoing	Record of test materials received

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
IV.C.1. (cont'd.)	8. Prepare for in-house scoring services from vendors.	Division of Quality Assurance	Ongoing	Materials screened and ready for shipment
IV.C.2.	1. Obtain summary reports for students from commercial test publishers or from computer reports generated in-house;	Division of Quality Assurance	Immediately following test administration	Summary reports on file
	2. Analyze data and determine appropriate format for presentation of analyses to administrators and the community;	Division of Quality Assurance	Immediately following test administration	Decisions on format and preliminary analyses
	3. Prepare narrative report(s); and	Division of Quality Assurance	Immediately following test administration	Final test report
	4. Type, print and disseminate reports to administrators, Board and community.	Division of Quality Assurance	Immediately following test administration	Press releases and final report
IV.C.3.	1. Identify appropriate instruments for new aspects of student assessment program;	Division of Quality Assurance	Ongoing	Identified assessment instruments
	2. Develop test administration plans;	Division of Quality Assurance	Ongoing	Approved plans
	3. Determine test inventory needs;	Division of Quality Assurance	Ongoing	Identified inventory needs
	4. Meet with appropriate vendors for inventory purposes;	Division of Quality Assurance	Ongoing	Schedule of meetings

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
IV.C.3. (cont'd.)	5. Meet with test chairpersons to review test administration procedures;	Division of Quality Assurance	Ongoing	Revised/approved test procedures
	6. Distribute materials to schools using existing enrollment figures and inventory control procedures;	Division of Quality Assurance	Ongoing	Distribution list
	7. Collect test materials from schools; and	Division of Quality Assurance	Ongoing	Record of test materials received
	8. Prepare for in-house scoring services from vendors.	Division of Quality Assurance	Ongoing	Materials screened and ready for shipment
IV.C.4.	1. Identify test selection committee members from appropriate school system personnel;	Division of Quality Assurance	Ongoing	Committee members notified
	2. Establish test selection criteria;	Division of Quality Assurance	Ongoing	Approved criteria
	3. Guide the test review process; and	Division of Quality Assurance	Ongoing	Assistance rendered
	4. Make recommendations.	Division of Quality Assurance	Ongoing	Test committee recommendations
IV.C.5.	1. Clean up answer documents and teacher header sheets by class within each school;	Division of Quality Assurance	30-days turnaround	Submission of revised documents
	2. Prepare answer documents for scanning; cut answer booklets and align teacher header sheets;	Division of Quality Assurance	30-days turnaround	Documents ready for scanning

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
IV.C.5. (cont'd.)	3. Scan answer documents;	Division of Quality Assurance	30-days turnaround	Data file
	4. Conduct on-line editing of answer documents;	Division of Quality Assurance	30-days turnaround	Record of approved on-line editing
	5. Score answer documents;	Division of Quality Assurance	30-days turnaround	Scoring results
	6. Print test score reports: individual students, class, school, region and District;	Division of Quality Assurance	30-days turnaround	Final computer results
	7. Conduct decollation of reports;	Division of Quality Assurance	30-days turnaround	Decollated reports
	8. Sort reports for shipment to schools and regions; and	Division of Quality Assurance	30-days turnaround	Reports ready for shipment
	9. Establish and implement feedback procedure for errors and/or omissions.	Division of Quality Assurance	30-days turnaround	Approved feedback procedure

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG RANGE OBJECTIVE: Provide leadership and guidance in the adoption and use of educational technology for classroom instruction, classroom management, and administration.
IV.D.	I	1984 INTERMEDIATE OBJECTIVE REFERENCE NUMBERS: IV.D.1.; IV.D.2

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
IV.D.1.	1. Provide directions for the conduct of research on the state-of-the-art in educational technology.	Executive Office/ Division of Educational Technology*/ Division of Quality Assurance	Ongoing	Reports, briefings
IV.D.2.	1. Provide leadership for the establishment of computer labs in the schools;	Executive Office/ Division of Educational Technology*/ Division of Buildings and Grounds	Ongoing	Operational computer labs
	2. Provide direction for the development of software consistent with the CBC objectives for the computer labs; and	Executive Office/ Division of Educational Technology*/ Instructional Services Center*	Ongoing	Completed instructional software for pilot testing
		*Implementation		

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG RANGE OBJECTIVE: Ensure the effective and timely delivery of services to students under state level block grant programs.
V.A.	I	1984 INTERMEDIATE OBJECTIVE REFERENCE NUMBERS: V.A.1.; V.A.2.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
V.A.1.	1. Provide leadership for implementing the procedures to monitor compliance with federal regulations, regarding the administration and evaluation of ECIA grants.	Executive Office/ Division for Grants Administration*	6/84	Monitoring reports and formative/summative evaluations
V.A.2.	1. Direct the equitable distribution and delivery of specialized and support services to students.	Executive Office/ Major Offices*	6/84	Monitoring reports
		*Implementation		

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG RANGE OBJECTIVE: Explore the feasibility of establishing new public/private partnerships.
V.B.	I	1984 INTERMEDIATE OBJECTIVE REFERENCE NUMBERS: V.B.1.; V.B.2.; V.B.3.; V.B.4.; V.B.5.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
V.B.1.	1. Research employment trends and identify areas of employment opportunities.	Executive Office	Ongoing	Identified employment trends
V.B.2.	1. Identify additional career options for secondary school students.	Executive Office	Ongoing	Reports with recommendations
V.B.3.	1. Seek potential private support for identified additional career options.	Executive Office	Ongoing	Private sector contacts
V.B.4.	1. Expand and further develop existing areas of cooperation/partnerships.	Executive Office	Ongoing	Existing program(s) expanded and/or further developed as needed
V.B.5.	1. Identify/negotiate new areas for partnerships; and	Executive Office	Ongoing	Oral and written reports on negotiations

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
V.B.5. (cont'd.)	2. Review/revise proposed negotiated services contracts.	Legal Services Branch	Ongoing	Approved contractual agreements

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG RANGE OBJECTIVE: Further develop the partnerships between the University of the District of Columbia and the public school system.
V.E.	I	1984 INTERMEDIATE OBJECTIVE REFERENCE NUMBERS: V.E.1.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
V.E.1.	1. Identify new/expanded areas for partnership between the University of the District of Columbia and the public school system; and 2. Review/revise negotiated services contracts.	Executive Office Legal Services Branch	Ongoing Ongoing	Approved areas for partnership Approved contractual agreements

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG RANGE OBJECTIVE: Improve the effective functioning of the executive office through improved supervision, procedures and increased opportunities for staff development.
V.F.	I	1984 INTERMEDIATE OBJECTIVE REFERENCE NUMBERS: V.F.1.; V.F.2.; V.F.3.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
V.F.1.	1. Monitor status of assignments/quality of reports, memoranda, correspondence, etc.; and	Executive Office	Ongoing	Monitoring reports and recommendations
	2. Utilize monitoring data to improve quality of work.	Executive Office	Ongoing	Improved quality of work
V.F.2.	1. Convene task force to update Superintendent's Directive System; and	Communications Branch	9/83	Recommendations for updating Directive System
	2. Revise and reissue Directive System.	Communications Branch	1/84	Revised Directive System
V.F.3.	1. Provide training workshops to requesting schools/offices on "building public confidence in our schools."	Communications Branch	Ongoing	Workshop agendas

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Keep the Board of Education and various DCPS constituencies informed on the issues, needs and operations of the District of Columbia Public Schools.
VI.A.	I	1984 Intermediate Objectives Reference Numbers: VI.A.1.; VI.A.2.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
185 VI.A.1.	1. Publish <u>District Education</u> ;	Communications Branch	Monthly	Monthly issues
	2. Publish Annual Report; and	Communications Branch	6/84	Annual Report
	3. Write and submit reports, publications and statements as requested by the Superintendent.	Communications Branch	Ongoing	Completed materials, reports, etc. on file
VI.A.2.	1. Publish informational brochures, documents on DCPS budget, policies, instructional issues, etc.	Communications Branch	Ongoing	Completed brochures, documents, etc. on file
	2. Work with media to convey accurate reporting of school-related news;	Communications Branch	Ongoing	Positive news coverage
	3. Provide a DCPS Speakers' Bureau;	Communications Branch	Ongoing	Active Speakers' Bureau

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
VI.A.2. (cont'd.)	4. Operate information phone lines;	Communications Branch	Ongoing	Usage reports
	5. Arrange for and author guest articles for external publications;	Communications Branch	Ongoing	Published articles
	6. Supply local/national media with story ideas, news releases on "good things happening in DCPS"; and	Communications Branch	Ongoing	Press releases, media contacts
	7. Issue informational materials on DCPS, e.g., "Welcome to Our Schools," calendars, directories, maps.	Communications Branch	Ongoing	Published materials

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG RANGE OBJECTIVE: Support and advocate the policies of the Board of Education to the staff and the public.
VI.B.	I	1984 INTERMEDIATE OBJECTIVE REFERENCE NUMBERS: VI.B.1.; VI.B.2.; VI.B.3.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
VI.B.1.	1. Review proposed directives and memoranda to be issued by the Office of the Superintendent to ensure that applicable laws, Board policies and Rules are being correctly interpreted and implemented; and	Legal Services Branch	Ongoing	Release by Superintendent
	2. Counsel Superintendent and appropriate staff officers on new or revised Board policies with emphasis on the Rules and procedures required for effective implementation.	Legal Services Branch	Ongoing	Written and oral advisements
VI.B.2.	1. Monitor the implementation by the Administration of laws, Board policies and Rules with emphasis upon special education, procurement, leasing authority, and other areas identified for priority oversight activities; and	Legal Services Branch	Ongoing	Monitoring report and recommendations

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04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
VI.B.2.	2. Advise the Superintendent and appropriate staff officers where problems are identified, and provide counseling and guidance for improved implementation and/or compliance.	Legal Services Branch	Ongoing	Identified problems and written and oral advisements
VI.B.3.	1. Spotlight and profile achievements of students and staff in school system publications such as <u>District Education</u> ;	Communications Branch	Ongoing	Press releases and media coverage
	2. Issue press releases and encourage media to cover the achievements of staff and students;	Communications Branch	Ongoing	Press releases and media coverage
	3. Orchestrate with Program Development staff the Superintendent's Teacher Incentive Award Program; and	Communications Branch	6/84	Press releases and media coverage
	4. Highlight accomplishments of school system during annual celebrations, such as American Education Week, Black History Month, Welcome to Our Schools Week, and End of the School Year.	Communications Branch	Ongoing	Agendas of activities, press releases and media coverage, evaluation reports

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG RANGE OBJECTIVE: The Superintendent will increase opportunities for community participation in the educational process.
VI.C.	I	1984 INTERMEDIATE OBJECTIVE REFERENCE NUMBERS: VI.C.1.; VI.C.2.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
VI.C.1.	1. Send informational materials to community groups, PTAs, etc.; and 2. Conduct a community survey on attitudes toward DCPS services and progress.	Communications Branch Communications Branch/ Division of Quality Assurance	Ongoing 3/84	Dissemination list Survey results
VI.C.2.	1. Offer training workshops in communications techniques and public relations to local schools and DCPS offices.	Communications Branch	Ongoing	Workshop agendas and list of workshop participants

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05

NEW/REVISED POLICY CONSIDERATIONS:

1. That the Student Progress Plan be revised to reflect annual promotions, including a pilot project initially.
2. That standards be established for grading and promotion on the secondary level.

06

MONITORING: For the monitoring of programs and projects, an evaluation design, the Planning, Monitoring and Implementation (PMI) Model, was developed. A component of PMI seeks to determine the degree to which what was intended has actually occurred. PMI involves the assessment of accomplishments at specific points in time. Analysis of the monitoring data will result in agreement or discrepancy. Within the Division of Quality Assurance the objectives and sub-objectives have been delineated by tasks and timelines. When discrepancies occur, action is taken to resolve the problems which have been encountered. Monitoring in the Labor Relations Branch will be determined by compliance with timelines stipulated in the Comprehensive Merit Personnel Act and the Rules of the Board of Education and approval of negotiated proposals by the Superintendent and the Board. Within the Executive Office, Legal Services Branch, and the Communications Branch, the achievement of goals and long range and intermediate objectives will be monitored through periodic reports from staff on progress in completing assignments including any identified constraints, recommendations for expansion or modification of approaches, and procedures pre-established for the completion of tasks. Individual conferences with staff members will provide guidance and accountability on completion of individual tasks. Staff conferences will

07

EVALUATION: The application by Quality Assurance of the aforementioned PMI Model provides for both ongoing evaluation, which serves to promote the accomplishment of the stated objectives, and the final evaluation of the accomplishment of the stated objectives in order to determine whether or not objectives have been met, or whether there is a need to revise or eliminate the objective(s). The final evaluation is the result of determining the performance agreement between the three observable components (inputs, processes and outcomes) of the model. The frequency of evaluation will be determined by the projected length of time required to complete the objective, the data and conclusions reached during the course of the monitoring process, and the extent to which the final product or outcome fulfills the pre-established scope and requirements of the long range and intermediate objectives.

Evaluation of Labor Relations activities depends on the final negotiated agreements and the benefits to the educational program.

Submission to the Superintendent of completed reports on programs and projects, completion of proposals, and effective advisements will be among the indicators considered in evaluating the achievement of goals and objectives of all branches and divisions.

05

NEW/REVISED POLICY CONSIDERATIONS:

06

MONITORING: (cont'd.)

161 be designed to ensure interaction among staff in achieving overall goals and objectives. Procedures for remediation of any task that is encountering constraints in timelines will include reviewing constraints, providing specific guidance for the resolution of constraints, and analyzing the workload of staff member(s) to determine if lesser priority tasks should be reassigned or rescheduled in terms of completion dates.

07

EVALUATION:

● OFFICE OF THE DEPUTY SUPERINTENDENT

EDUCATION PLAN, SY 1983-84

OFFICE Office of the Deputy Superintendent

ACCOUNTABLE OFFICER Dr. Andrew F. Jenkins, III

DATE APPROVED BY SUPERINTENDENT July 25, 1983

APPROVED: *[Signature]*

01

MISSION STATEMENT: The Office of the Deputy Superintendent directs the operations of the local schools in order to provide positive learning environments and educational experiences for all students. This mission will be accomplished by monitoring, supervising and evaluating the actions of the executive office, regions, and divisions responsible for the direct operation and support of educational programs.

02

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FUNCTIONS: The Office of the Deputy Superintendent coordinates the operation of the four regions, Bilingual Education Programs, the Division of Career Development, Student Hearings, the Division of Student Services, ECIA Chapter 1, the Division of Safety and Security and the Office for Special Services and State Affairs. The Deputy's Office monitors the operation of all local schools and consolidates all student services which support continuous development, progress, skill mastery, student achievement, and formal instruction. The Office exercises oversight of programs and insures that policies and directives are effectively implemented. The four administrative regions-A, B, C, and D-have direct responsibility for the supervision of schools and the delivery of educational services in their areas. The regions provide instructional assistance to principals and teachers; coordinate management services; and, assist students with such matters as special testing, placement, and psychological counseling. Bilingual Education serves students whose primary language is not English. The services offered include bilingual tutoring, instruction in English as a Second Language, staff development, assistance to students from foreign countries with grade and school placement. The Division of Career Development has administrative responsibility for the operation and supervision of all career centers. It also coordinates state vocational programs and services for the disadvantaged, the handicapped, school dropouts, and for women desiring training in fields traditionally limited to males. The Student Hearing Branch assures that the rights of all public school students are protected and works in their behalf to establish and maintain a code of behavior. The Division of Student Services develops programs, facilitates program implementation, monitors regulatory compliance, provides technical assistance, and offers additional support services in the areas of student enrollment, student accounting, guidance and counseling, student government, and other extra- and co-curricular activities and programs. The ECIA Chapter 1 Branch administers a program of supplementary services in reading and mathematics. The Branch develops programs, directs implementation, monitors regulatory compliance, provides technical assistance, staff development and parental involvement. The Division of Safety and Security provides assistance to the schools in planning and implementing programs that assure a safe school environment. The Division is also responsible for all citywide activities within the system that require security measures. The Office of the Associate Superintendent for Special Services and State Affairs administratively directs, monitors and evaluates the Division of Special Education and Pupil Personnel Services, the Division of Adult and Continuing Education and Staff Development, the Grants Administration Branch, and the Certification and Accreditation Branch.

03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Implement the Competency-Based Curriculum in all schools.
I.A.	I	1984 Intermediate Objectives Reference Numbers: I.A.1.; I.A.2.; I.A.3.; I.A.4.; I.A.5.; I.A.6.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.A.1.	1. Determine instructional priority needs based on student data within each school;	Regions and Division of Career Development	6/84	Regional profile of schools
	2. Provide administrative and instructional support for the delivery system;	Regions and Division of Career Development	6/84	Regional instructional delivery action plan and implementation model
	3. Monitor continued implementation of Instructional Delivery Systems Model (IDSM).	Regions and Division of Career Development	6/84	Monitoring reports
I.A.2.	1. Maintain administrative and instructional support for operation of Student Progress Plan (SPP) in grades 1-6.	Regions	6/84	Summary of support provided
I.A.3.	1. Participate in planning process for secondary SPP;	Regions and Division of Career Development	6/84	Reports of meetings, plans, and recommendations
	2. Facilitate the implementation of secondary component of SPP, when approved.	Regions and Division of Career Development	6/84	Implementation report and monitoring report

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04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.A.4.	1. Facilitate the implementation of the revised secondary grading and promotion standards when approved;	Regions and Division of Career Development	6/84	Report for revision for grading and promotion
	2. Interface with the Instructional Services Center (ISC) in developing revised standards for grading and promoting.	Regions and Division of Career Development	6/84	Revised standards
I.A.5.	1. Formulate instructional guidelines for English as a Second Language/Competency-Based Curriculum;	Bilingual Branch	9/83	Approved guidelines
	2. Implement instructional guidelines for English as a Second Language/Competency-Based Curriculum;	Bilingual Branch	10/83	Monitoring report
	3. Conduct pre- and post testing of Non-English Proficient/Limited English Proficient students through implementation of ESL/CBC assessment instrument;	Bilingual Branch	6/84	Pre and post test results
	4. Facilitate the refinement of CBC development/revision;	Regions and Division of Career Development	6/84	Revised curriculum
	5. Facilitate the refinement of CBC assessment development/revision;	Regions and Division of Career Development	6/84	Revised assessments
	6. Facilitate the refinement of CBC program practice;	Regions and Division of Career Development	6/84	Record of activities
	7. Facilitate the refinement of CBC staff development;	Regions and Division of Career Development	6/84	Record of activities
	8. Interface with the ISC in the refinement of CBC in areas identified above.	Regions and Division of Career Development	6/84	Agendas of meetings, correspondence

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04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.A.6.	1. Facilitate the implementation of the revised secondary school curriculum for grades 9-12 when approved;	Regions and Division of Career Development	6/84	Monitoring report
	2. Interface with ISC on revising secondary school curriculum.	Regions and Division of Career Development	6/84	Revised requirements

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Increase student performance in reading, language arts, mathematics, science, social studies, and the arts.
I.B.	I	1984 Intermediate Objectives Reference Numbers: I.B.1.; I.B.2.; I.B.3.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.B.1.	1. Direct the development of local school action plans;	Regions and Division of Career Development	8/83	Local school Action Plan
	2. Identify students eligible for services;	Chapter 1	9/83	Identified eligible students
	3. Facilitate and support the implementation of CBC/SPP;	Regions, Division of Career Development and Chapter 1	6/84	CBC Action Plan
	4. Implement a plan for providing support to the testing program.	Regions, Division of Career Development and Chapter 1	6/84	Monitoring report
I.B.2.	1. Identify eligible students in need of support services offered by Chapter 1 Pupil Personnel Services (PPS) component;	Chapter 1	9/83	List of eligible students
	2. Direct the development and implementation of programs and support services to meet the needs of students;	Regions, Division of Career Development, Chapter 1 and Division of Student Services	6/84	List of programs
	3. Increase guidance and counseling services to students;	Regions, Divisions of Career Development and Student Services	6/84	Services report

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I = Implemented

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04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.B.2. (Cont'd)	4. Increase coordination between the guidance and instructional personnel;	Regions, Division of Career Development and Division of Student Services	6/84	Supervisory reports
	5. Monitor compliance with such local, state and federal regulations as the Compulsory School Attendance Law, Child Labor Law, Students' Education Records Act, and Non-resident Tuition Enforcement Act.	Division of Student Services	6/84	Monitoring reports
I.B.3.	1. Disseminate curriculum materials and program information;	Regions, Division of Career Development, Bilingual Branch and Chapter 1	9/83	Record of dissemination activities
	2. Supervise the implementation of the materials and programs designed to improve student performance.	Regions, Division of Career Development, Bilingual Branch and Chapter 1	6/84	Supervisory and monitoring reports

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Ensure the provision of specialized instructional services for adult, bilingual, the gifted and talented and special education students.
I.C.	I	1984 Intermediate Objectives Reference Numbers: I.C.1.; I.C.2; I.C.3.

NEW INTERMEDIATE OBJECTIVE: I.C.3. Ensure the provision of appropriate individualized special education program for identified handicapped students

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.C.1.	1. Upgrade specialized instructional services for bilingual, gifted and talented, and special education students;	Regions, Division of Career Development and Bilingual Branch	6/84	Test scores and monitoring reports
	2. Revise procedures to identify non-and limited English proficient students through computerization of enrollment/assessment procedures.	Regions, Division of Career Development and Bilingual Branch	6/84	Revised procedures, automated students records

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.C.2.	1. Compile data on specialized populations to be used as a basis for inter-regional program development;	Regions, Division of Career Development and Bilingual Branch	6/83	Approved survey results
	2. Utilize survey results in development of inter-regional program development plan;	Regions, Division of Career Development and Bilingual Branch	8/83	Inter-regional plan
	3. Direct inter-regional and inter-divisional cooperation through council;	Executive Office	6/84	Meeting agendas
	4. Organize regional/divisional ad hoc committee/ task forces as needed;	Regions, Division of Career Development and Bilingual Branch	6/84	Meeting agendas
	5. Disseminate information on inter-regional council inter-divisional activities;	Executive Office, Regions, Division of Career Development, Bilingual Branch and Division of Student Services	6/84	Memoranda, newsletters
	6. Coordinate annual seminar.	Executive Office, Regions, Division of Career Development and Bilingual Branch	6/84	Reports on annual seminar

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04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.C.3.	1. Conduct hearings related to the provision of special education.	Student Hearing Branch	6/84	Record of hearings

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Improve classroom instruction and management through the application of technology.
I.D.	P	1984 Intermediate Objectives Reference Numbers: I.D.1; I.D.2.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.D.1.	1. Direct the implementation of phase one of the Computer Literacy Five Year Plan in local schools; 2. Interface with the Office of Instruction in the piloting of the Automated Instructional Management System (AIMS); 3. Direct the utilization of computer-assisted instruction laboratories in fifty Chapter 1 schools; 4. Participate in the evaluation of the application technology.	Executive Office, Regions, Division of Career Develop- ment Executive Office, Regions, Division of Career Develop- ment Chapter 1 Executive Office, Regions, Division of Career Develop- ment and Chapter 1	6/84 6/84 6/84 6/84	Action plan for automated assistance Status reports and correspondence Record of activities Monitoring reports

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.D.2.	1. Direct the implementation of the guidelines developed for the Computer Literacy Program.	Executive Office	6/84	Memorandum and status reports
I.D.3.	1. Develop the Student Unified Management System (SUMS) in coordination with other administrative units;	Division of Student Services	6/84	Appropriate SUMS reports on new subsystems
	2. Implement and monitor SUMS information system systemwide;	Division of Student Services	6/84	Status report
	3. Provide in-service training personnel in the use of appropriate SUMS subsystem.	Division of Student Services	6/84	Schedules of meetings or workshop agendas

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Contribute to the development of appropriate recommendations on grade level organization of schools.
I.E.	N.I.	1984 Intermediate Objectives Reference Numbers: I.E.1.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.E.1.	1. Revise and implement a pre-survey and follow-up survey of high school graduates; 2. Direct the review of current organizational practices; and make recommendations; 3. Review graduate survey results for suggestions on organizational practices; 4. Coordinate the development of plans with the Office of Instruction.	Division of Student Services Executive Office Executive Office Executive Office	6/84 6/84 6/84 6/84	Report on the correlation between educational instruction/training and placement of student Final recommendations Identified recommendations concerning organizational practices Approved plans

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Improve educational and career options for secondary students.
I.F.	I	1984 Intermediate Objectives Reference Numbers: I.F.1.; I.F.2.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.F.1.	1. Provide administrative and instructional support.	Regions, Division of Career Development and Bilingual Branch	6/84	Documentation of support
I.F.2.	1. Interface with the Office of Instruction on the development of plans to expand public/private partnership opportunities;	Executive Office Regions, Division of Career Development	9/83	Agenda of meeting, correspondence
	2. Direct the implementation of public/private partnership programs;	Regions, Division of Career Development	6/84	Approved plans
	3. Complete the implementation of plans for the use of the automated guidance information systems (GIS) in the senior high schools, career development centers, and alternative high school programs;	Division of Student Services	6/84	Status report

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.F.2. (cont'd)	4. Monitor implementation of public/private partnership programs;	Regions, Division of Career Development	6/84	Monitoring report
	5. Develop annual plan for expanding the High School/College Internship Program (HISCIP);	Division of Student Services	6/84	Approved plan and student placement report
	6. Participate in the evaluation of public/private partnership programs.	Regions, Division of Career Development	6/84	Summary reports

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Facilitate the transition from traditional programs and buildings to a comprehensive career program.
I.G.	P	1984 Intermediate Objectives Reference Numbers: I.G.1; I.G.2.; I.G.3.; I.G.4.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.G.1.	1. Direct the implementation of Career Development Transition Plan;	Executive Office	6/84	Status report
	2. Provide administrative and instructional support.	Regions, Division of Career Development	6/84	Report of support
I.G.2.	1. Interface with the Office of Instruction on Transition Plan Implementation (TPI);	Regions and Division of Career Development	6/84	Agendas, correspondence
	2. Expand instructional support services;	Division of Career Development	6/84	Services report
	3. Improve technical assistance and supervisory services;	Division of Career Development	6/84	Documentation of assistance rendered

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.G.2. (cont'd)	4. Improve instructional management;	Division of Career Development	6/84	Monitoring reports
	5. Provide staff development and professional development in the use of contemporary technology;	Division of Career Development	6/84	Monitoring report
	6. Increase modification and adaptation of facilities/equipment and programs to serve special populations;	Division of Career Development	6/84	Monitoring report
	7. Collaborate and coordinate instructional programs between identified career centers and comprehensive high schools.	Career Development and Regions	6/84	Course completion records, special program materials, and reports
I.G.3.	1. Identify staff development needs;	Division of Career Development	11/83	Identified staff development needs
	2. Develop plan for staff development;	Division of Career Development	11/83	Approved staff development plan
	3. Provide staff development;	Division of Career Development	6/84	Course completion records
	4. Maintain liaison with Regions.	Division of Career Development	6/84	Agendas of meetings and correspondence

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Strengthen instructional supervision at the central, regional, and local school levels.
I.H.	I	1984 Intermediate Objectives Reference Numbers: I.H.1.; I.H.2.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.H.1.	1. Ensure adherence to Comprehensive Model for for Instruction (CMI) guidelines.	Executive Office	6/84	Monitoring report
I.H.2.	1. Develop specific CMI support plans for assigned schools;	Regions, Division of Career Development and Division of Student Services	6/84	Approved support plan
	2. Maintain a regular schedule support;	Regions and Division of Career Development	6/84	Approved schedules
	3. Provide direct support services to individual teachers and groups of teachers;	Regions and Division of Career Development	6/84	Records of services rendered
	4. Plan activities for workshops, meetings, demonstrations, observations, conferences, and other strategies for support;	Regions and Division of Career Development	6/84	Approved in-service staff development plan
	5. Implement an in-service program.	Regions and Division of Career Development	6/84	Schedule of meetings on workshop agendas, course completion records.

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Recognizing the necessity for an environment conducive to learning, and within available resources, the Deputy Superintendent will upgrade the provisions for safety and security.
II.F.	I	1984 Intermediate Objectives Reference Numbers: II.F.1.; II.F.2.; II.F.3.; II.F.4.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.F.1.	1. Conduct surveys to determine unsafe and/or unhealthful conditions;	Division of Safety and Security	12/83	Survey reports and recommen- dations
	2. Develop improved safety and security procedures;	Division of Safety and Security	2/84	Approved revised procedures
	3. Implement revised safety and security procedures;	Division of Safety and Security	3/84	Monitoring report
II.F.2.	1. Establish coordination meetings with school personnel, District agencies and community groups to develop safety and security awareness programs;	Division of Safety and Security	6/84	Agendas of meetings and lists of participants
	2. Develop a safety and security awareness program plan and implementate schools;	Division of Safety and Security	6/84	Approved plan with timetable
	3. Implement plan.	Division of Safety and Security	6/84	schedule of awareness program

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.F.3.	1. Conduct campaign against vandalism, increase alarm systems protection; surveillance and response to violence and crime.	Division of Safety and Security	6/84	Significant reduction in incident reports
II.F.4.	1. Interface with contract office to develop scope of work and RFP for safety and security contract study;	Division of Safety and Security	7/83	Approve scope of work and RFT
	2. Interface with contract office to issue instruction for bid;	Division of Safety and Security	8/83	Advertized RFP
	3. Receive and review bids; select contractor;	Division of Safety and Security	9/83	Vendor proposals, recommended contractor
	4. Negotiate terms of contract, award contract;	Division of Safety and Security	10/83	Signed contract
	5. Monitor contractor study of safety and security measures in schools and administration offices;	Division of Safety and Security	6/83	Monitoring report
	6. Receive contractor reports;	Division of Safety and Security	6/84	Contractor reports and recommendations
	7. Develop plan to implement appropriate recommendations for SY 1984-85.	Division of Safety and Security	6/84	Approved plan

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Outline and implement a comprehensive multi-year plan for SY 1983-87 from which an Annual Education Plan for SY 1983-84 can be extracted.
III.A.	I	1984 Intermediate Objectives Reference Numbers: III.A.1.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
III.A.1.	1. Conduct briefing sessions in SY 1983-84 Office Plan;	Executive Office, Divisions and Regions	6/84	Briefing session agenda
	2. Direct implementation Office of Education Plan;	Executive Office	6/84	Memoranda
	3. Monitor plan implementation.	Executive Office, Divisions and Regions	Ongoing	Monitoring reports

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Prepare annual plans for the planning period SY 1983-87 in conjunction with <u>Rules</u> of the Board of Education.
III.C.	P	1984 Intermediate Objectives Reference Numbers: III.C.1.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
III.C.1.	1. Identify new/continuing operations and services for FY 1985-86;	Executive Office	5/84	List of projected new/continuing operations and services
	2. Project personnel and other resource needs to implement new/continuing operations and services;	Executive Office	5/84	Identified personnel and resource needs
	3. Determine annual budget requirements for FY 1985-86;	Executive Office	5/84	Identified requirements
	4. Develop annual budget requirements;	Executive Office	5/84	Finalized recommended budget
	5. Prepare and submit FY 1985-86 annual budget plan for the Office of the Deputy Superintendent.	Executive Office	5/84	Finalized recommended budget

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Utilize personnel more effectively through improved supervision, stricter adherence to personnel procedures and increased opportunities for staff development.
V.F.	I	1984 Intermediate Objectives Reference Numbers: V.F.1.; V.F.2.; V.F.3.; V.F.4.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
V.F.1.	1. Direct development of an instrument for monitoring of educational programs;	Executive Office	7/83	Approved monitoring instrument
	2. Direct implementation of monitoring process;	Regions, Division of Career Development, Division of Student Services, Chapter 1 and Student Hearing Branch	2/84-6/84	Monitoring report(s) with recommendations
	3. Initiates corrective actions on basis of monitoring report(s) and recommendations.	Executive Office	6/84	Memoranda directing corrective action
V.F.2.	1. Direct strict adherence to personnel procedures;	Executive Office	2/84-6/84	Improved personnel procedures
	2. Monitor implementation of established personnel procedures;	Executive Office, Divisions and Regions	4/84	Monitoring reports
	3. Initiate corrective action as required.	Executive Office, Divisions and Regions	6/84	Approve office plan for in-service

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
V.F.3.	1. Determine the needs of secondary school principals;	Executive Office, Divisions and Regions	9/84	Identified needs
	2. Interface with the Office of Instruction and the Staff Development Branch in the design development of an in-service staff development plan for secondary school principals;	Executive Office, Divisions and Regions	10/84	Approved plan
	3. Implement in-service plan;	Executive Office, Divisions and Regions	11/84	Schedule of meetings or workshop agendas, course completion records
	4. Evaluate in-service training.	Executive Office, Divisions and Regions	6/84	Evaluation report and recommendations
V.F.4.	1. Determine dates for staff development for hearing officers;	Student Hearing Branch	12/83	Notification to hearing officers
	2. Contact persons responsible for providing staff development sessions and brief them on subject matter;	Student Hearing Branch	2/84	Confirmation letter to staff developers
	3. Conduct staff development exercise;	Student Hearing Branch	3/84	Program agenda
	4. Contact the Deans of the Schools of Education and Schools of Law at area universities and colleges to seek their assistance in advising potential applicants of the need for quality hearing officers;	Student Hearing Branch	5/84	Letters to Deans, contacts with Deans (letters, phone calls, personal visits)
	5. Contact professional organizations for both education and law regarding above;	Student Hearing Branch	6/84	Contacts with professional organizations
	6. Select and contact perspective panelist(s).	Student Hearing Branch	6/84	Verification by panelists of willingness to participate

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Provide information to the Board of Education and other public school constituencies on the needs and operations of the school system.
VI.A.	I	1984 Intermediate Objectives Reference Numbers: VI.A.1.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
VI.A.1.	1. Attend appropriate Board Committee meetings, and provide information as required; 2. Provide updated information to the Superintendent on the needs and operations of the local schools; 3. Maintain consistent channel of communication and information with in the Office of the Deputy Superintendent.	Executive Office, Divisions and Regions Executive Office Regions, Division of Career Development, Division of Student Services, Student Hearing Branch and Chapter 1	Ongoing Ongoing 6/84	Board reports, memoranda, briefing papers, etc. Memoranda, reports, conferences Timely communication

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Support and advocate Board policies to school staff and public.
VI.B.	I	1984 Intermediate Objectives Reference Numbers: VI.B.1.; VI.B.2.; VI.B.3.; VI.B.4.

NEW INTERMEDIATE OBJECTIVE: VI.B.5. Receive and bring to appropriate conclusion hearing requests as provided by Chapter IV (Board Rules).

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
VI.B.1.	1. Provide timely dissemination of directives and memoranda directly related to Board policies.	Executive Office, Divisions and Regions	6/84	Record of directives and memoranda
VI.B.2.	1. Conduct monitoring activities to assure implementation of Board policies.	Executive Office, Divisions and Regions	Ongoing	Monitoring report
VI.B.3.	1. Provide for discussion of Board policies in staff meetings and citizen forums.	Executive Office, Divisions and Regions	Ongoing	Record of meetings and forums
VI.B.4.	1. Provide timely dissemination of written information to parents regarding Board policies;	Executive Office, Divisions and Regions	6/84	Record of dissemination
	2. Distribute information to parents, students and school staff, pertaining to rights and procedures related to Board Rules and applicable regulations.	Student Hearing Branch and Division of Student Services	6/84	Written communications to appropriate parties

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04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
VI.B.5.	1. Process requests for hearings related to matters of special education, student discipline, student grievances, school transfers, school records, residency, and other matters;	Student Hearing Branch	6/84	Daily logs and monthly reports
	2. Resolve matters related to special education, student discipline, student grievances, school transfers, school records, residency and other matters by either a hearing, withdrawal, waiver of hearing rights, or abandonment.	Student Hearing Branch	6/84	Daily logs and monthly reports

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Increase opportunities for community participation in the educational process.
VI.C.	I	1984 Intermediate Objectives Reference Numbers: VI.C.1.

NEW INTERMEDIATE OBJECTIVE: VI.C.2. Provide opportunities for parents and students to determine the components of individual special education programs and participation in regular education programs.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
VI.C.1.	1. Maintain a system of communication and involvement with school/community representatives.	Regions, Division of Career Development, Division of Student Services and Chapter 1	Ongoing	List of organized PTA or HSA and NSC officers, record of parent conferences, and regional and school newsletters
VI.C.2.	1. Conduct hearings related to matters of special education, student discipline, student grievances, school transfers, school records, residency and other matters.	Student Hearing Branch	6/84	Record of hearings and written hearing determinations

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05

NEW/REVISED POLICY CONSIDERATIONS: None.

06

MONITORING: All divisions and regions are responsible for certain phases of the monitoring process. At the operational level, this process involves three major components: 1) on-site monitoring and assessment of individual school programs once each year by members of the divisional or regional staffs and school administrators; 2) self-monitoring of the school program once each semester by the building administration, CBC Team and SCAC representatives, departmental or grade level chairpersons, and other staff members as required; and 3) self-monitoring of the regional or divisional program once each semester by the assistant superintendent, and other regional staff members. Three monitoring assessment forms are used and submitted for review and evaluation. The central office is responsible for developing the system that indicates if procedures are being implemented as directed by the Superintendent and to determine if activities are consistent with Board of Education Rules and other local federal regulations.

07

EVALUATION: In accordance with the District of Columbia Public Schools' Evaluation Model, each division or region will compare its planned inputs, processes, and outputs for each objective with those actually observed. An analysis of the output data will indicate the extent to which the stated objectives have been met and the goals achieved.

● OFFICE OF INSTRUCTION

EDUCATION PLAN, SY 1983-84

OFFICE Office of Instruction
ACCOUNTABLE OFFICER Dr. James T. Guines, Associate Superintendent

DATE APPROVED BY SUPERINTENDENT July 21, 1983

APPROVED: *[Signature]*

01

MISSION STATEMENT: The Office of Instruction directs, supervises and manages the development and implementation of the Competency-Based Curriculum and designated instructional programs in the content areas for grades K-12 which lead to graduation. It has the responsibility for managing instructional support services including computer laboratory training, textbook selection, curriculum and criterion-referenced test development and in-service training. The Office is responsible for direct assistance and instructional support to teachers in the classroom, providing supportive services to students, the designing and implementation of special development programs, and the updating and revision of the Comprehensive Multi-Year Education Plan.

02

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FUNCTIONS: The Office of the Associate Superintendent for Instruction has the responsibility for directing, coordinating, monitoring and evaluating the Division of Program Development and Planning, the Instructional Services Center, Special Projects and Banneker Model Academic High School. The Office of the Associate Superintendent further provides technical assistance and coordination for all instructional programs which impact on citywide instructional goals. The Division of Program Development and Planning is composed of four major branches: Program Development and Planning, Facilities Planning, Corporate Involvement, and Educational Technology. The Division of Program Development and Planning will design, implement and monitor a comprehensive planning process for the school system; provide assistance to the various elements of the school system in short and long term planning; develop the conceptual designs for public/private partnership programs; direct the utilization of educational technology in the instructional program; coordinate the introduction and implementation of certain special programs in local schools. The Instructional Services Center provides instructional direction and leadership for the subject areas of art; English/Language Arts; foreign languages; health, physical education, athletics and safety; history and social studies; mathematics; military science; music; reading and science in grades K-12. The Center directs and coordinates the development of curriculum, sets program requirements and standards, develops criterion-referenced tests, recommends textbooks and instructional materials for adoption, coordinates special systemwide programs, and identifies special equipment facilities or supply requirements in the subject areas specified. The Center operates the Computer Literacy Training Laboratory and field placement program for pre-service teachers and directs the Basic Skills subsection of Chapter 2 of the Education Consolidation and Improvement Act. Among the special projects are programs which provide for direct assistance and instructional support to identified schools related to the implementation of the instructional program. These special projects include the District Facilitator Project, the Gifted and Talented Project, Emeritus Teacher Project, Writing to Read, Success in Reading, and the Multi-Cultural Program. The Banneker Model Academic High School is an alternative institution of secondary education in which students engage in rigorous and varied academic experiences.

03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Modify revise and refine the design and implementation of the Competency-Based Curriculum and the Student Progress Plan at the elementary level (K-6).
I.A.	I	1984 Intermediate Objectives Reference Numbers: I.A.1.; I.A.2.; I.A.3.; I.A.4.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.A.1.	1. Develop alternate form, Form B, of reading and mathematics AIMS tests with supporting prescriptions and revise related software as appropriate.	Instructional Services Center	6/84	Copies of Form B of test and an operational computer program
I.A.2.	1. Develop curriculum guides for Instrumental Music, K-6 and Vocal Music, K-6; Elementary Social Studies; Art, K-6; 2. Revise elementary science curriculum and "Direction Finders for Physical Education."	Instructional Services Center Instructional Services Center	9/83 12/83	Printed document Copy of chart and document
I.A.3.	1. Develop Teacher's Manual and media package; 2. Provide core equipment/materials and staff development to pilot schools; 3. Develop software in reading and mathematics for grades K-6 as needed; 4. Assist with citywide implementation.	Instructional Services Center Instructional Services Center Instructional Services Center Instructional Services Center	9/83 1/84 6/84 6/84	Approved Teacher's Manual, slide show and brochures Eight pilot schools ready for AIMS operation Copies of product Record of implementation activities

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.A.4.	1. Develop booklet of activities corresponding to CBC skills;	Instructional Services Center	9/83	Approved activity booklet
	2. Revise brochure for parents - "You Are Your Child's First Teacher";	Instructional Services Center	9/83	Copy of brochure
	3. Disseminate pre-kindergarten and kindergarten CBC skills list, CBC skills activity booklet and revised parents' brochure;	Instructional Services Center	9/83	Dissemination list and transmittal memorandum to Associate Superintendent
	4. Develop progress reporting form for pre-kindergarten and kindergarten;	Instructional Services Center	9/83	Approved reporting forms
	5. Disseminate progress reporting form;	Instructional Services Center	9/83	Dissemination list; transmittal memorandum
	6. Disseminate monthly instructional bulletin;	Instructional Services Center	6/84	File copies of "Small Talk" brochures
	7. Develop assessment instruments for defined skills.	Instructional Services Center	6/84	Approved assessment instruments

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.A.6.	1. Disseminate curriculum documents as indicated: • Life Skills Seminar • Course Outlines for Spanish, French, German, and Latin • Scope and sequence for science elective courses • Dramatics • Multi-Ethnic Literature • Public Speaking;	Instructional Services Center	9/83	Dissemination list and transmittal memorandum to Associate Superintendent
	2. Develop curriculum for the following courses: • Ancient and Medieval History • World History • World Geography • Civics • Minorities in American Life • Computer Science Courses - o Revise courses and levels of offerings - o Develop scope and sequence of courses;	Instructional Services Center	6/84	Approved draft
	3. Develop criterion-referenced tests for secondary mathematics courses;	Instructional Services Center	6/84	Approved tests
	4. Refine existing criterion-referenced tests in social studies and extend development to other subject areas.	Instructional Services Center	6/84	Revised tests

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Provide leadership and technical assistance for the design and implementation of revised standards for grading and promotion on the secondary level.
I.A.	I	1984 Intermediate Objectives Reference Numbers: I.A.7.; I.A.8.; I.A.9.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.A.7.	1. Establish course standards in all subject areas compatible with provisions of the secondary promotion plan.	Instructional Services Center	6/84	Copies of standards
I.A.8.	1. Provide leadership in the design of the secondary grading and promotion policy; 2. Participate in development of a plan for secondary grading and promotion.	Executive Office Instructional Services Center	6/84 6/84	List of task force participants and agendas Records of participation
I.A.9.	1. Provide staff development for the implementation for the secondary grading and promotion policy for subject area groups: • Secondary subject area chairpersons • Elementary resource teachers • Elementary teachers (subject area liaisons) • Subject area teachers • Regional groups • Local school staff • In-service course participants.	Instructional Services Center	6/84	Agendas for staff development

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Provide curriculum guidelines, support and materials to promote student academic achievement in grades K-12.
I.B.	I	1984 Intermediate Objectives Reference Numbers: I.B.1.; I.B.2.; I.B.3.; I.B.4.; I.B.5.; I.P. 6.; I.B.7.; I.B.8.; I.B.9.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.B.1.	1. Implement Sixth Grade Nature Study Computer Camp;	Instructional Services Center	8/83	Report of program activities
	2. Develop Science Fair Handbook;	Instructional Services Center	1/84	Copy of handbook
	3. Provide basic curriculum documents for subject areas;	Instructional Services Center	6/84	Copies of documents
	4. Arrange for necessary reprinting of existing documents;	Instructional Services Center	6/84	Copies of documents available
	5. Disseminate Parents' Handbook;	Instructional Services Center	6/84	Transmittal memorandum
	6. Administer Science Fair, Spelling Bee, and National History Day programs;	Instructional Services Center	6/84	Record of activities
	7. Revise Language Arts and Science Assessments.	Instructional Services Center	6/84	Revised copies of instruments

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.B.2.	1. Assess current human and material resources at the Library Science Department and the Media Center;	Division of Program Development	1/84	List of human and material resources
	2. Conduct an inventory of audio-visual equipment, films, filmstrips and video tapes;	Division of Program Development	1/84	Inventory of audio-visual equipment, films, filmstrips and video tapes
	3. Visit other school districts in the area that use computer applications in libraries;	Division of Program Development	1/84	Site visits
	4. Develop new objectives for the Library Science Department and Media Center;	Division of Program Development	1/84	Approved new objectives
	5. Direct the operations of the Library Science Department and Media Center;	Division of Program Development	6/84	On-site visits and supervision
	6. Explore the feasibility of computer applications in high school libraries;	Division of Program Development	6/84	Feasibility report
	7. Reorganize the Library Science Department and Media Center.	Division of Program Development	6/84	Documentation of reorganization
I.B.3.	1. Develop curriculum materials, program guidelines and management materials and criterion-referenced tests for subject area courses;	Instructional Services Center	6/84	Copies of materials
	2. Provide on-site support;	Instructional Services Center	6/84	Records of support
	3. Provide instruction through in-service courses;	Instructional Services Center	6/84	Course outlines and records of course implementation

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.B.3. (cont'd)	4. Coordinate subject area textbook review process;	Instructional Services Center	6/84	Copies of reports submitted
	5. Coordinate contests, exhibits, music programs and athletic events.	Instructional Services Center	6/84	Records of activities
I.B.4.	1. Meet regularly with elementary and secondary subject area chairpersons or resource teachers;	Instructional Services Center	6/84	Meeting schedules and agendas
	2. Meet with elementary teachers identified as subject-area liaisons;	Instructional Services Center	6/84	Meeting schedules and agendas
	3. Conduct meetings of all subject area teachers;	Instructional Services Center	6/84	Evaluation summary
	4. Conduct workshops for building level and regional groups;	Instructional Services Center	6/84	Evaluation summary
	5. Design and provide instruction through in-service courses.	Instructional Services Center	6/84	Course outlines and grade reports
I.B.5.	1. Conduct review of textbooks and instructional materials for subject areas, K-12;	Instructional Services Center	6/84	List of recommendations
	2. Recommend equipment, facilities and supply standards for identified subject areas.	Instructional Services Center	6/84	List of recommendations
I.B.6.	1. Develop criterion-referenced tests for following curriculum areas: Ancient and Medieval History, World Geography, Civics, Minorities in American Life, Computer Science courses.	Instructional Services Center	6/84	Copies of tests

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.B.7.	1. Review periodicals and other literature related to the state-of-the-art developments in exemplary education programs;	Division of Program Development	7/83	List of identified program(s)
	2. Recommend exemplary programs in priority areas for potential adoption;	Division of Program Development	7/83	Recommended program(s)
	3. Develop/adapt/adopt new programs for local school implementation;	Division of Program Development	8/83	Program(s) developed/adapted/adopted
	4. Refine/improve continuing exemplary programs-- i.e. Academic Learning Time (ALT) and the Beltway Project.	Division of Program Development	6/84	Statement of program improvements
I.B.8.	1. Secure input from regions, local schools and District Facilitator Project on continuation/implementation of selected exemplary programs;	Division of Program Development	6/83	Recommendations on continuation/installation of exemplary programs
	2. Utilize recommendations in determining feasibility of continuation/implementation of exemplary programs;	Division of Program Development	6/83	Feasibility report
	3. Provide technical assistance to regions and local schools in continuation/implementation of exemplary educational programs.	Division of Program Development	6/84	Documentation of assistance rendered
I.B.9.	1. Secure input from regional offices on the status of Intensive Junior High School Instruction;	Division of Program Development	6/83	Status report with recommendations
	2. Review junior high school test data;	Division of Program Development	6/83	Review report of junior high test data with recommendations

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.B.9. (cont'd)	3. Update IJHSI parent agreements;	Division of Program Development	6/83	Status report with recommendations
	4. Duplicate IJHSI agreements and disseminate to regional offices;	Division of Program Development	7/83	Signed regional receipts
	5. Recommend refinements/improvements in overall IJHSI program based on 1 and 2;	Division of Program Development	7/83	Recommendations for refinement/ improvement
	6. Prepare guidelines/procedures for implementation of appropriate refinements/improvements in IJHSI;	Division of Program Development	8/83	Approved guidelines/procedures
	7. Implement guidelines/procedures.	Division of Program Development	6/84	First and second semester monitoring report

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: <u>Contribute to an increase in student performance in reading, language arts, mathematics science, social</u> <u>studies, and the arts through specialized programs and teacher training.</u>
I.B.	I	1984 Intermediate Objectives Reference Numbers: I.B.10.

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.B.10.	1. Explore feasibility of installing computer processing services for the management of ALT data;	Division of Program Development	7/83	Feasibility report
	2. Use feasibility report to determine whether or not to convert from (contract processing) to in-house processing;	Division of Program Development	7/83	Recommendations on processing services
	3. Implement recommendations on processing services;	Division of Program Development	8/83	In-house processing capabilities or contract/purchase order for services
	4. Monitor ongoing ALT activities in Regions;	Division of Program Development	2/84-6/84	First and second semester monitoring report
	5. Provide continued technical assistance to regions in ALT program development;	Division of Program Development	6/84	Documentation of assistance rendered
	6. Provide the Communications Branch with information on major program activities;	Division of Program Development	7/84	Transmittal memoranda to Communications office
	7. Evaluate 1983-84 ALT Program.	Division of Program Development	8/84	Evaluation report with recommendations

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Direct and monitor special programs for the gifted and talented, the Model Academic High School, and other identified groups.
I.C.	I	1984 Intermediate Objectives Reference Numbers: I.C.1.; I.C.2.; I.C.3.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.C.1.	<u>Model Academic High School</u> 1. Plan academic electives for grades 11-12 and counsel students as to selection; 2. Schedule complete program of courses as stipulated by the Model School Plan for grades 9-12; 3. Evaluate and revise, where applicable, all existing course outlines and requirements; 4. Design and implement a course in computer literacy for staff; 5. Design and implement advanced placement courses in U.S. History and Spanish;	Model Academic High School Model Academic High School Model Academic High School Model Academic High School Model Academic High School	7/83 8/83 8/83 2/84 6/84	Completed Form 612 for 11th and 12th graders; completed long range plans indicating electives for students in grades 11 and 12 Master schedule from DAIS; individual students programs Course outlines completed and ready for distribution in the school office Scheduled time at Computer Literacy Laboratory for all staff Advanced placement classes in U.S. History and Spanish scheduled and in effect for SY 83-84

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.C.1. (cont'd)	6. Incorporate a full program of music into the academic program (pending funding);	Model Academic High School	6/84	Ongoing music program and a performing instrumental ensemble
	7. Plan and implement a complete counseling program leading to college placement;	Model Academic High School	6/84	College placement or post-graduate study placement for all graduates of Class of 1984
	8. Establish joint faculty and subject area supervisor committees for year of study leading to Middle States Accreditation process;	Model Academic High School and Instructional Services Center	6/84	Committee reports on file with Associate Superintendent
I.C.2.	<u>Gifted and Talented Program</u>			
	1. Refine operational guidelines and standards for gifted and talented program;	Instructional Services Center	9/83	Approved guidelines and standards
	2. Develop and disseminate program materials;	Instructional Services Center	9/83	Flyers, memoranda
	3. Provide staff development instructional support for participating teachers;	Instructional Services Center	6/84	Course grade sheets, workshop agendas and attendance records
	4. Monitor and evaluate program implementation;	Instructional Services Center	6/84	Monitoring and evaluation reports
	5. Coordinate the Olympics of the Mind Program activities.	Instructional Services Center	6/84	Competition records

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.C.3.	<u>Basic Skills Program 1983-84</u>			
	1. Inventory and requisition consumable materials;	Instructional Services Center	7/83	Materials inventory and requisitions submitted to Procurement Office
	2. Design and implement orientation meetings for principals, teachers and supervisory personnel;	Instructional Services Center	11/83	Program agenda
	3. Assist members of Division of Quality Assurance with design and implementation of program evaluation;	Instructional Services Center	6/84	Evaluation model report
	4. Design and provide staff development through in-service courses and workshops for participating teachers;	Instructional Services Center	6/84	Course outlines, workshop agendas and evaluation summaries
	5. Provide on-site instructional support for participating teachers;	Instructional Services Center	6/84	Request forms and visitation logs
	<u>Degrees of Reading Power Program</u>			
	7. Determine the implementation status of the program;	Instructional Services Center	7/83	Recommendation submitted to the Superintendent
	8. Conduct student testing related to program implementation;	Instructional Services Center	10/83	Test results on file
	9. Coordinate workshop presentations and other in-service activities;	Instructional Services Center	6/84	Workshop agendas and evaluation summaries
	10. Coordinate and monitor the implementation of the program;	Instructional Services Center	6/84	Monitoring schedules and reports

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.C.3 (cont'd)	<u>Writing to Read Program</u>			
	11. Develop and present evaluation plan;	Instructional Services Center	7/83	Evaluation design
	12. Analyze test results and prepare report;	Instructional Services Center	9/83	Test results and analysis
	13. Conduct cluster meeting for program feedback;	Instructional Services Center	10/83	Agenda
	14. Provide individual school-based and cluster in-service workshop;	Instructional Services Center	6/84	Workshop objectives and evaluation summary
	15. Coordinate communication activities for parents, community groups and media coverage;	Instructional Services Center	6/84	Schedules of events
	16. Conduct on-site observations of all project schools;	Instructional Services Center	6/84	Observation notes and recommendations
	17. Coordinate production of video-tape pre- sentations;	Instructional Services Center	6/84	Completed video-tapes
	<u>Success in Reading and Writing Program</u>			
	18. Coordinate and provide training for teachers in the program;	Instructional Services Center	7/83	Agendas of meetings
	19. Provide technical assistance;	Instructional Services Center	6/84	Request forms and monthly reports
	20. Conduct observations, intervisitations and evaluation;	Instructional Services Center	6/84	Schedule of visitations and monthly reports of observations, evaluation documents

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.C.3. (cont'd)	21. Disseminate related materials;	Instructional Services Center	6/84	Articles: -"Shoptalk" -"Mini Page"
	<u>Field Service Placement Program</u>			
	22. Assign full-time and participating student teachers for fall semester;	Instructional Services Center	9/83	Approved assignments
	23. Assign full-time and participating student teachers for spring semester;	Instructional Services Center	2/84	Approved assignments
	24. Obtain list of potential cooperating teachers from principals and regions;	Instructional Services Center	3/84	Lists of potential cooperating teachers by school and region
	25. Assign observation students;	Instructional Services Center	4/84	Approved assignments
	26. Maintain and manage curriculum and textbook library resources.	Instructional Services Center	6/84	Shelf collection and circulation cards

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: <u>Direct the development and application of technology to the solution of problems related to the improvement</u> <u>of classroom instruction and classroom management.</u>
I.D.	P	1984 Intermediate Objectives Reference Numbers: I.D.1.; I.D.2.; I.D.3.; I.D.4.; I.D.5.; I.D.6.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.D.1.	1. Participate with Computer Literacy Committee in refining curriculum and instructional guidelines for the Computer Literacy Program;	Instructional Services Center	9/83	Computer Literacy Five Year Plan
	2. Provide technical assistance to computer literacy programs;	Division of Program Development	6/84	Documentation of assistance rendered
	3. Computerize and maintain a system for inventory control of computer literacy software and hardware;	Division of Program Development	6/84	Inventory of computer literacy software and hardware
	4. Perform general and special administrative duties including seeking corporate involvement in the computer literacy program and evaluating conformance with the Five Year Computer Literacy Plan;	Division of Program Development	6/84	Documentation of general and special administrative activities performed

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.D.1. (cont'd)	5. Exchange information concerning educational technology including sharing and receiving ideas from other school districts, attending professional conferences, and promoting computer literacy and other educational technology programs.	Division of Program Development	6/84	Documentation of information exchanged
I.D.2.	1. Identify areas of subject area programs in which the teaching of the content material may be facilitated by using the computer as a vehicle of instruction;	Instructional Services Center	7/83	Copies of submitted reports
	2. Select subject area teachers for training in courseware development and for service in selecting/developing suitable courseware;	Instructional Services Center	9/83	Lists of teachers participating in training and subsequent selection or review of courseware
	3. Survey and analyze the existing Computer-Assisted Instruction (CAI) programs for the District of Columbia Public Schools;	Division of Program Development	1/84	Documentation of CAI program analysis
	4. Review test data to identify areas that CAI may contribute to improvement of instruction;	Division of Program Development	1/84	Identified areas
	5. Make recommendations on utilization of CAI applications.	Division of Program Development	6/84	Recommendations on CAI utilization

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.O.3.	1. Provide instruction in courseware development;	Instructional Services Center	7/83	Course grade report
	2. Provide instruction in software review;	Instructional Services Center	7/83	Course grade report
	3. Develop selected courseware in content areas;	Instructional Services Center	9/83	Software products
	Software Selection			
	4. Review the criteria for computer courseware selection of other school systems;	Division of Program Development	1/84	Documentation of criteria for courseware selection of other school systems
	5. Review software for use in content areas;	Instructional Services Center	6/84	Appraisal records of software reviewed
	6. Interface with Instructional Services Center on identification of areas for computer courseware purchase;	Division of Program Development	6/84	Areas for computer courseware purchase identified
	7. Interface with Instructional Services Center on review and evaluation of commercially available computer software packages;	Division of Program Development	6/84	Documentation of review and evaluation
	8. Made recommendations for purchase of computer software;	Division of Program Development	6/84	List of recommendations
	9. Conduct a feasibility study of currently available authoring systems which may be used to develop software for the Competency-Based Curriculum.	Division of Program Development	6/84	Feasibility study

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.D.4.	1. Install Digital Professional 350 microcomputer in each school;	Instructional Services Center	10/83	Operational systems in schools
	2. Register with the computer company each Digital Professional 350 that is installed;	Instructional Services Center	10/83	Copies of registry information submitted
	3. Interface with Educational Technology in providing on-site procedural assistance and instruction;	Instructional Services Center	6/84	Records of support
	4. Provide diagnostic and maintenance assistance;	Instructional Services Center	6/84	Records of service
	5. Provide computer supplies to each school;	Instructional Services Center	6/84	Records of dissemination of supplies
	6. Supervise installation of computer laboratories in 40 additional schools;	Division of Program Development	6/84	Documentation of installed computer laboratories
	<u>Science and Mathematics Instructional Television Project</u>			
	8. Meet with representatives of Howard University's Channel 32 WHMM and Instructional Services Center to plan and implement the Junior High School Science and Mathematics Instructional Television Project;	Division of Program Development	8/83	Signed agreement between Howard University and DCPS
	9. Survey junior high schools for the availability of TV receivers;	Division of Program Development	8/83	Inventory of TV receivers

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.D.4. (cont'd)	10. Select twelve junior high schools to participate in the project;	Division of Program Development	8/83	Approved list of twelve junior high schools
	11. Select Junior High School Science and Mathematics TV lessons;	Division of Program Development	8/83	Approved list of TV lessons
	12. Develop and print the Science and Mathematics TV Guide;	Division of Program Development	9/83	Printed Science and Mathematics TV Guide
	13. Conduct the Science and Mathematics TV in-service training;	Division of Program Development	10/83	Science and Mathematics TV in-service training schedule
	14. Coordinate implementation of the Science and Mathematics TV lessons;	Division of Program Development	6/84	Documentation of coordination
	<u>Cable Television</u>			
	15. Develop and present position papers on cable TV to the Program Committee of the D.C. Cable Television Design Commission;	Division of Program Development	4/84	Position papers on cable TV
	16. Participate in the Education Task Force of the District of Columbia Cable Television Design Commission;	Division of Program Development	6/84	Documentation of participation
	17. Attend the Mayor's cable television planning and development workshops;	Division of Program Development	6/84	Documentation of attendance
	<u>National University of the Air</u>			
	18. Coordinate the installation of the KU-Band down-receiver;	Division of Program Development	9/83	KU-Band down-receiver installed
	19. Assist the Staff Development Branch in the review and the selection of in-service training programs.	Division of Program Development	6/84	In-service training programs reviewed and selected

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.D.5.	1. Follow procedural guidelines for review, selection and evaluation of hardware;	Division of Program Development	6/84	Adherence to procedural guidelines
	2. Monitor vendor compliance with contract specifications for computer literacy program;	Division of Program Development	6/84	Documentation of vendors compliance with contract specifications
	3. Provide technical assistance to Computer Training Laboratory;	Division of Program Development	6/84	Documentation of technical assistance
	4. Provide technical assistance to offices divisions, regions and local schools in educational technology;	Division of Program Development	6/84	Documentation of technical assistance
	5. Provide instruction on the use of the Digital Professional 350.	Instructional Services Center	6/84	Record of training sessions
I.D.6.	1. Prepare and disseminate information on the Beltway Project;	Division of Program Development	10/83	Brochures, news articles, etc.
	2. Coordinate continuation of the Beltway Videodisc/Microcomputer Project;	Division of Program Development	6/84	Successfully operating project
	3. Monitor program operation and recommend/initiate appropriate action(s);	Division of Program Development	6/84	On-site visits/telephone survey results
	4. Provide technical assistance to project schools as required;	Division of Program Development	6/84	Documentation of assistance rendered
	5. Maintain liaison with Department of Education and contract representatives of Beltway Project;	Division of Program Development	6/84	Written communications/telephone calls

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.D.6. (cont'd)	6. Interface with DAIS and Instructional Services Center on the development of AIMS;	Division of Program Development	7/83	Progress reports on AIMS development
	7. Interface with Instructional Services Center in the piloting of AIMS in local schools;	Division of Program Development	6/84	Pilot observation reports
	8. Interface with DAIS and Instructional Services Center in reviewing AIMS piloting results.	Division of Program Development	7/84	Recommendations for modification/continuation

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: <u>Direct a study of the school system's grade organization and the development of appropriate recommendations.</u>
I.E.	P	1984 Intermediate Objectives Reference Numbers: I.E.1.; I.E.2.; I.E.3.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.E.1.	1. Request research data from the Division of Quality Assurance on recent trends in grade level organizational patterns.	Division of Program Development	9/83	Memorandum of request
I.E.2.	1. Develop a discussion paper based on research data and school system's current organizational pattern;	Division of Program Development	12/83	Discussion paper
	2. Disseminate discussion paper for review, comments and discussion.	Division of Program Development	1/84	Memorandum of dissemination and distribution list
I.E.3.	1. Develop recommendations based upon input from appropriate offices and divisions;	Division of Program Development	5/84	Recommendations
	2. Submit recommendations to Superintendent.	Executive Office	6/84	Memorandum of submission

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: <u>Improve educational and career options for secondary school students through established partnerships with</u> <u>the private sector, designed to complement existing academic programs.</u>
I.F.	I	1984 Intermediate Objectives Reference Numbers: I.F.2.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.F.2.	1. Support the implementation of the public/private partnership program by reviewing curriculum developed for that program;	Instructional Services Center	Ongoing	Records of review.
	2. Assist local schools in recruitment activities for public/private partnership programs;	Division of Program Development	Ongoing	Successful recruitment by local schools
	3. Assist local schools in public relations activities;	Division of Program Development	Ongoing	Public relations activities
	4. Develop a plan for the use of computers in established programs in areas of instruction, curriculum and management;	Division of Program Development	9/83	Computer use plan
	5. Implement approved computerization plans;	Division of Program Development	10/83	Monitoring report on computer usage
	6. Refine curriculum scope and sequence for second, third, and fourth year program cycle;	Division of Program Development	10/83	Approved curriculum designs

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.F.2. (cont'd)	7. Submit draft curriculum for new courses for review by Business Advisory Councils and Instructional Services Center;	Division of Program Development	1/84	Approved curriculum
	8. Monitor evaluation of programs.	Division of Program Development	5/84	Evaluation reports

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Facilitate the transition from traditional vocational programs and facilities to a comprehensive career development program through collaborative planning with the Division of Career Development.
I.G.	P	1984 INTERMEDIATE OBJECTIVE REFERENCE NUMBERS: I.G.1.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.G.1.	1. Provide curriculum materials for subject area programs, staff development and instructional support to subject area teachers in the vocational programs comparable to the support services provided subject area teachers in the comprehensive high schools;	Instructional Services Center	6/84	Records of services rendered
	2. Review updates of transition plan and provide technical assistance as required.	Division of Program Development	6/84	Records of services rendered

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Provide instructional support for teachers essential to the effective implementation of subject area programs.
I.H.	I	1984 Intermediate Objectives Reference Numbers: I.H.1.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.H.1.	1. Provide for teachers curriculum materials, subject area program guidelines, and a management system;	Instructional Services Center	6/84	Curriculum products, program standards, guidelines, meeting and workshop agendas
	2. Provide special support services, staff development, and criterion assessment;	Instructional Services Center	6/84	Course completion records, special program materials and reports
	3. Provide for textbook review and recommendations and participate in the update of facilities standards as requested.	Instructional Services Center	6/84	Textbook recommendations, Facilities standards

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Design a Multi-Year Plan for SY 1983-87; and update the Multi-Year Plan on an annual basis.
III.A.	P	1984 Intermediate Objectives Reference Numbers: III.A.1.; III.A.2.; III.A.3.; III.A.4.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
III.A.1.-4.	1. Identify required changes in planning process for SY 1984-85 Annual Plan;	Division of Program Development	10/83	Draft of modified process
	2. Review monitoring data on SY 1983-84 Annual Plan;	Division of Program Development	2/84 - 6/84	Monitoring review report
	3. Update/develop planning process materials necessary for SY 1984-85 Annual Plan;	Division of Program Development	3/84	Revised planning process/ materials
	4. Provide guidance/technical assistance in the development of Office SY 1984-85 annual plans;	Division of Program Development	4/84	Orientation meeting(s); Documentation of assistance rendered
	5. Consolidate Office SY 1984-85 annual plans;	Division of Program Development	5/84	Draft Annual Plan
	6. Refine/edit SY 1984-85 Annual Plan;	Division of Program Development	7/84	Final Plan
	7. Coordinate with Procurement Branch to print the Annual Plan;	Division of Program Development	7/84	Printed Plan
	8. Conduct briefing sessions on SY 1984-85 Annual Plan;	Division of Program Development	7/84	Briefing session agenda(s)
	9. Provide the Communications Branch with copies of the SY 1984-85 Annual Plan for dissemination.	Division of Program Development	7/84	Transmittal memoranda to Communications office

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG RANGE OBJECTIVE: Develop a long-term Facilities Plan from which an annual Facilities Plan will be extracted.
III.A.	P	1984 INTERMEDIATE OBJECTIVE REFERENCE NUMBERS: III.A.6; III.A.7; III.A.8; III.A.9; III.A.10; III.A.11.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
III.A.6.	1. Establish the relationship of cluster planning to the comprehensive facilities plan;	Division of Program Development	10/83	Report
	2. Identify documentation that must be completed prior to development of the plan;	Division of Program Development	10/83	List of major documentation requirements
	3. Outline tasks associated with various phases of the facilities planning process;	Division of Program Development	11/83	Task chart
	4. Develop timeframe for completion of supportive base documentation;	Division of Program Development	11/83	Schedule for documentation completion
	5. Establish contacts and lines of communication with appropriate offices within the school system and other agencies, particularly the D.C. Office of Planning and Housing and Community Development;	Division of Program Development	12/83	List of contacts

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
III.A.6 (cont'd)	6. Identify administrative offices that will have input or major responsibilities for various elements of the comprehensive facilities plan;	Division of Program Development	12/83	Chart with subjects to be addressed by various administrative offices
	7. Develop a strategy for making facilities planning a process that will involve and inform the public to the greatest extent possible, and will make planning a broad-based administrative effort;	Division of Program Development	12/83	Report with recommended strategy(ies)
	8. Identify major components of the comprehensive facilities plan.	Division of Program Development	1/84	List of components
III.A.7.	1. Collect data on enrollment, operational costs, staffing, and programs from various offices;	Division of Program Development	Ongoing	Receipt of information
	2. Complete various profiles on an annual basis;	Division of Program Development	Ongoing	Published profiles
	3. Incorporate documented utilization of all buildings into data base;	Division of Program Development	Ongoing	Floor Plan and Space Utilization File
	4. Identify other documentation to be established as part of data base in support of facilities planning;	Division of Program Development	1/84	Format and listing of proposed documents
	5. Revise profiles containing information on building utilization and building condition.	Division of Program Development	4/84	Revised format for profiles

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
III.A.8.	1. Develop space file on information processing equipment to accompany utilization documentation on small-scale plan;	Division of Program Development	8/83	Building Space File
	2. Complete prototype of utilization documentation;	Division of Program Development	8/83	Sample set of prototype documentation
	3. Establish procedures and priorities for documentation;	Division of Program Development	8/83	Published procedures and priorities listing
	4. Arrange for staff assistance through W.A.E. or detailed personnel;	Executive Office	8/83	Staff availability
	5. Develop all forms necessary to the recording of utilization and completion of surveys;	Division of Program Development	Ongoing	Completed forms
	6. Obtain small scale plans of school buildings;	Division of Program Development	Ongoing	Completed drawings
	7. Perform buildings surveys;	Division of Program Development	Ongoing	Completed survey forms
	8. Submit report of documentation in established format.	Division of Program Development	Ongoing	Utilization Report
III.A.9.	1. Develop complete prototype of capacity verification process;	Division of Program Development	9/83	Approved prototype
	2. Review current capacity formula and prepare and submit report with recommendations regarding revisions or continued use of the formula in order to update capacities;	Division of Program Development	10/83	Report with recommendations

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
III.A.9. (cont'd)	3. Submit a report on capacities for open space schools;	Division of Program Development	11/83	Capacity report
	4. Review prototype for possible policy requirements on space utilization that may have some bearing on revised capacity figures;	Division of Program Development	11/83	Report
	5. Develop all forms necessary for capacity verification.	Division of Program Development	12/83	Completed forms
III.A.10.	1. Outline issues that must be addressed through policy in order to update building capacities;	Division of Program Development	1/84	List of policy issues
	2. Identify administrative offices with responsibility for addressing policy issues touched upon in cluster planning;	Division of Program Development	2/84	Listing of issues with associated tasks
	3. Draft policy on subjects that fall entirely within the realm of facilities planning.	Division of Program Development	Ongoing	Draft Policy
III.A.11.	1. Identify documentation to support small scale cluster planning effort;	Division of Program Development	6/83	Listing of documentation
	2. Define a small scale cluster planning process which will address a specific cluster of buildings rather than a large planning area;	Division of Program Development	7/83	Small scale cluster planning process
	3. Define the relationship between cluster planning and long-term facilities plan;	Division of Program Development	10/83	Narrative description

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
III.A.11. (cont'd)	4. Select and develop a cluster as a prototype of cluster planning based on specific characteristics and objectives of the planning model.	Division of Program Development	10/83	Cluster planning prototype

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRJ AS OF 6/1/83	LONG-RANGE OBJECTIVE: Design and establish public/private partnerships.
III.B.	I	1984 Intermediate Objectives Reference Numbers: III.B.1; III.B.2.; III.B.3.; III.B.4.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
III.B.1.	1. Identify private sector interests in forming partnerships to improve education;	Division of Program Development	6/84	List of potential private sector partners
	2. Conduct exploratory meetings with private sector representatives;	Division of Program Development	6/84	Minutes of meetings
	3. Develop preliminary framework for partnership programs;	Division of Program Development	6/84	Preliminary framework designs
	4. Refine preliminary designs based on school system and private sector comments;	Division of Program Development	6/84	Revised preliminary framework designs
	5. Secure approval of preliminary designs.	Division of Program Development	6/84	Approved preliminary designs

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
III.B.2.	1. Identify growth industries and areas of projected employment shortages;	Division of Program Development	12/83	Report of research findings
	2. Assess potential private sector interest in designing educational programs in identified areas;	Division of Program Development	12/83	List of potential private sector partners
	3. Design preliminary partnership program framework;	Division of Program Development	2/84	Preliminary partnership framework
	4. Identify potential corporate partners for programs;	Division of Program Development	3/84	Lists of potential private sector partners
	5. Identify potential public school locations for new programs.	Division of Program Development	3/84	Lists of potential public sector locations
III.B.3.	1. Identify partnership areas which require negotiations with private sponsors;	Division of Program Development	6/84	Identified areas for negotiations
	2. Negotiate with private sponsors and public school officials on areas of concern;	Division of Program Development	6/84	Minutes of negotiation sessions
	3. Refine partnership agreements based on negotiations.	Division of Program Development	6/84	Refine partnership agreements
III.B.4.	1. Identify areas in new programs where technical assistance is needed;	Division of Program Development	6/84	Identified areas needing technical assistance
	2. Provide technical assistance to private sector sponsors in areas of concern;	Division of Program Development	6/84	Provision of technical assistance
	3. Provide technical assistance to public school partners in areas of concern.	Division of Program Development	6/84	Provision of technical assistance

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Develop annual budget plans for the planning period SY 1983-87 in accordance with the Rules of the Board of Education.
III.C.	P	1984 Intermediate Objectives Reference Numbers: III.C.1.; III.C.2.; III.C.3.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
III.C.1.	1. Identify new/continuing operations/services for FY 1985-86;	Executive Office	5/84	List of projected new/continuing operations and services
	2. Project personnel and other resource needs to implement planned level(s) of services in FY 1985-86;	Executive Office	5/84	Identified personnel and resource needs
	3. Determine annual budget requirements for FY 1985-86;	Executive Office	5/84	Identified requirements
	4. Develop annual budget requirements.	Executive Office	5/84	Finalized recommended budget
III.C.2.	1. Prepare and submit FY 1985-86 Office annual budget plan to the Office of Management Services.	Executive Office	5/84	Finalized recommended budget
III.C.3.	1. Prepare/secure allotments for FY 1983-84 budgeted programs;	Executive Office	10/83	Approved Division allotments
	2. Implement ongoing FY 1983-84 programs based on appropriated funds.	Executive Office	6/84	Expenditure reports

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Explore the feasibility of establishing public/private partnerships for potential involvement in designing and implementing educational programs.
V.B.	I	1984 Intermediate Objectives Reference Numbers: V.B.1.; V.B.2.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
V.B.1.	1. Identify growth industries and their employment needs;	Division of Program Development	1/84	Report of research findings
	2. Identify areas of projected employment opportunities;	Division of Program Development	1/84	Report of research findings
	3. Identify pre-employment aspects which can be addressed at the secondary level.	Division of Program Development	1/84	Report of research findings
V.B.2.	1. Identify private sector interests in forming partnerships to improve education;	Division of Program Development	6/84	List of potential private sector partners
	2. Conduct exploratory meetings with private sector representatives;	Division of Program Development	6/84	Minutes of meetings
	3. Develop preliminary framework for partnership programs;	Division of Program Development	6/84	Preliminary framework designs
	4. Refine preliminary designs based on school system and private sector comments;	Division of Program Development	6/84	Revised preliminary framework designs
	5. Secure approval of preliminary designs.	Division of Program Development	6/84	Approved preliminary designs

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Establish and implement programs which provide a working relationship between the University of the District of Columbia and the District of Columbia Public Schools.
V.E.	I	1984 Intermediate Objectives Reference Numbers: V.E.1.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
V.E.1.	1. Collaborate with University of the District of Columbia personnel in the design and implementation of in-service courses; 2. Participate with D.C. Public Schools-College of Education and Human Ecology Liaison Committee as scheduled.	Instructional Services Center Instructional Services Center	6/84 6/84	Course completion records Agendas

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Implement an accountability model which will ensure the effective functioning of schools.
V.F.	I	1984 Intermediate Objectives Reference Numbers: V.F.1.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
V.F.1.	1. Provide staff development and in-service training through meetings, workshops, and courses for identified groups: • Elementary resource teachers • Elementary subject area liaison teachers • Secondary subject area chairpersons • Subject area teachers, and regional supervisory staff;	Instructional Services Center	6/84	Schedules of meetings or workshop agendas, course completion records
	2. Provide technical assistance to regions and schools in the implementation of the Instructional Services Delivery Model.	Instructional Services Center	6/84	Request forms, workshop objectives and evaluation summaries

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Expand and increase opportunities for community participation in the educational process by keeping parents and the community informed of the operation of the system and by supporting the policies of the Board of Education.
VI.A.-C.	P	1984 Intermediate Objectives Reference Numbers: VI.A.-C.1.-3.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
VI.A.-C.	1. Attend appropriate Board committee meetings, and provide information as required;	Executive Office, Instructional Services Center, Division of Program Development	Ongoing	Board reports, memoranda, briefing papers, etc.
	2. Establish an Educational Technology Advisory Committee;	Division of Program Development	7/83	Approved list of advisory committee members
	3. Convene the Educational Technology Advisory Committee;	Division of Program Development	7/83	Documentation of advisory committee meetings
	4. Develop plans for Science and Mathematics Instructional Television Programs for junior high school students;	Division of Program Development	9/83	Documentation of plans for Science and Mathematics Instructional Television Programs
	5. Review the American Association for the Advancement of Science's Science Resources for School Program materials and provide input for effective implementation;	Division of Program Development	9/83	Documentation of materials reviewed

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Continuation Page

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
VI.A.C. (Cont'd)	6. Provide the Communications Branch with Multi-Year Education Plan, Executive Summary, and SY 1983-84 Annual Plan for dissemination;	Division of Program Development	9/83	Transmittal memorandum to Communications Branch
	7. Develop brochures describing the Public/Private Partnership Program for a community audience;	Division of Program Development	10/83	Completed brochures
	8. Develop radio and television Public Services Announcements concerning the Public/Private Partnership Program;	Division of Program Development	10/83	Completed public service announcements
	9. Develop slide/tape and video-tape productions about the Public/Private Partnership Program;	Division of Program Development	10/83	Completed tape presentations
	10. Prepare and conduct orientation sessions to key community groups on the Comprehensive Multi-Year Education Plan, SY 1983-1987 and the SY 1983-84 Annual Plan;	Division of Program Development	11/83	Agendas of meetings
	11. Develop reading and mathematics handbooks for parents of students in grades 1-6 containing objectives with related home activities.	Instructional Services Center	6/84	Completed set of handbooks

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05

NEW/REVISED POLICY CONSIDERATIONS:

1. That the Student Progress Plan be revised to reflect annual promotions;
2. That standards be established for grading and promotion on the secondary level;
3. That there be a redefinition of the targeted population assessed as "gifted and talented."

06

MONITORING: The monitoring process for the Office of Instruction will: (1) provide documentation for the implementation of the Comprehensive Education Plan, (2) provide a means for each division to report progress in the implementation of the Plan, (3) supply information to each division about its tasks and responsibilities, (4) yield information needed by the Office to identify quickly and accurately activities which are not on target for the achievement of the comprehensive plan. All objectives included in the Education Plan, SY 1983-84 of the Office of Instruction have been developed using the missions, goals, planning assumptions, resources and constraints and the Superintendent's Statement of General Objectives. Formative data will be collected and analyzed as an important means for monitoring process and product achievement. Data will be collected on an ongoing basis and redirections will be made as required.

07

EVALUATION: The Associate Superintendent will have evaluations conducted to determine the degree to which performance and objectives were achieved in the context of the annual and multi-year plans. Formative evaluation reports and data will be analyzed and used to make quantitative and qualitative judgements about the attainment of long range and intermediate objectives. Summative evaluation will be used as a basis for reassessment and future planning.

- OFFICE FOR SPECIAL SERVICES AND STATE AFFAIRS

EDUCATION PLAN, SY 1983-84

OFFICE Office for Special Services and State Affairs

ACCOUNTABLE OFFICER Dr. Wilbur A. Millard, Associate Superintendent

DATE APPROVED BY SUPERINTENDENT July 21, 1983

APPROVED: *[Signature]*

01

MISSION STATEMENT: The Office for Special Services and State Affairs administratively directs, monitors and evaluates the Division of Special Education and Pupil Personnel Services, the Division of Adult and Continuing Education and Staff Development, the Grants Administration Branch and the Personnel Certification and Accreditation Branch to ensure that their respective programs are managed in such a way as to reflect the productive use of resources towards the achievement of the goals and objectives of the school system.

02

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FUNCTIONS: The Office for Special Services and State Affairs through respective Assistant Superintendents and Directors has the overall responsibility for the administration of the Divisions and Branches under its supervision. The Division of Special Education and Pupil Personnel Services consists of the Department of Special Education, the Pupil Personnel Coordination Services Branch and the Child Study Center. It administers all programs and activities supported by the Education for all Handicapped Children Act (P.L. 94-142) and has the responsibility to ensure that a free and appropriate public education and required related services are provided to all identified handicapped children and youth in the District of Columbia. Furthermore, it provides general supervision of all programs, monitors and evaluates them from a state-level perspective and provides the necessary staff training and technical assistance to ensure their compliance with applicable laws, regulations and court mandates. The Department of Special Education provides administration and supervisory support and direction to the special education programs offered in the citywide schools. Included in this responsibility is the monitoring, evaluation and supervision of all special education programs serving handicapped students in the District, the administration and management of federal grant awards to the District of Columbia for the education of handicapped students and training of staff serving them. The Pupil Personnel Coordination Services Branch, from the S.E.A. perspective monitors the wide range of psychology and social work services to focus on the prevention of and intervention in instructional and learning problems. The Child Study Center provides state level diagnostic and placement services to handicapped children and youth in the District of Columbia whose need for such services cannot be met at the regional level. The Division of Adult and Continuing Education and Staff Development is composed of two major units: the Department of Adult and Continuing Education and the Staff Development and Volunteer Services Branch. The Department of Adult and Continuing Education provides leadership and direction to planned adult learning experiences within the confines of the District of Columbia Public Schools and the city in order to ensure multiple opportunities and alternatives for adult learners in need of basic adult education, employability and life-coping skills, high school completion through diploma and/or the General Educational Development certificate. The Staff Development and Volunteer Services Branch provides leadership, direction and coordination to planned adult learning experiences through development, coordination and implementation of related activities and supplements direct services to students and educational personnel to improve the instructional programs. The Volunteer Services and Training Section utilizes community volunteers to provide instructional support for elementary students. In addition, the program provides after-school tutorial assistance for secondary students and uses volunteers to monitor attendance and provide enrichment experiences. The Grants Administration Branch develops and implements processes and procedures for the

C FUNCTIONS: (continued)

acquisition, administration, distribution and reporting the use of private and federal funds to support educational programs consistent with the school system's priority goals and objectives. The Personnel Certification and Accreditation Branch performs and expedites the process of certification for those instructional and educational staff not seeking immediate employment and recommends approval of teacher education programs in the institutions of higher learning in the District of Columbia.

03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Provide a continuum of programs and services to meet the needs of adults, out-of-school youth, handicapped students and youth in need of specialized educational programs and supportive services.
I. A.	I	1984 Intermediate Objectives Reference Numbers: I.A.1.; I.A.2.; I.A.3.; I.A.4.; I.A.5.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.A.1.	1. Determine program needs through tuition and IEP review;	Division of Special Education and Pupil Personnel Services	7/83	Approved programs and monitoring and evaluation reports
	2. Provide technical assistance to Regions and citywide agencies and other District agencies in the development of programs;	Division of Special Education and Pupil Personnel Services	7/83	Documentation of assistance rendered
	3. Monitor and evaluate quality of programs.	Division of Special Education and Pupil Personnel Services	Monthly 6/84	Monitoring and evaluation reports
I.A.2.	1. Develop a model to monitor the service delivery;	Division of Special Education and Pupil Personnel Services	10/83	Approved monitoring model
	2. Complete, disseminate and provide non-discriminatory assessment document;	Division of Special Education and Pupil Personnel Services	10/83	Approved assessment document
	3. Monitor the service delivery model.	Division of Special Education and Pupil Personnel Services	Monthly 6/84	Monitoring report

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.A.3.	1. Establish the process, procedures and definitions to accurately and appropriately count and report handicapped students receiving special education and related services;	Division of Special Education and Pupil Personnel Services	10/83	Superintendent's Directive and subsequent child count and enrollment reports
	2. Define functions and data requirements for system;	Division of Special Education and Pupil Personnel Services	1/84	User requirements documentation
	3. Review program specifications users manual and operations manual with ADP staff;	Division of Special Education and Pupil Personnel Services	7/84	Documentation of design characteristics and program/software specifications
	4. Test pilot developed program and software;	Division of Special Education and Pupil Personnel Services	10/84	Test Analysis Report
	5. Implement completed automated system.	Division of Special Education and Pupil Personnel Services	1/85	Scheduled reports prepared through and by automated system
I.A.4.	1. Develop proposed policy modifications to ensure accessibility of standards for diplomas, certificates, et al;	Division of Special Education and Pupil Personnel Services	9/83	Policy modifications
	2. Submit policy modifications for Superintendent and Board approval;	Division of Special Education and Pupil Personnel Services	9/83	Approved policy modifications
	3. Develop a plan to implement modified policy;	Division of Special Education and Pupil Personnel Services	9/83	Approved implementation plan
	4. Monitor the plan.	Division of Special Education and Pupil Personnel Services	Monthly 6/84	Monitoring reports

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Provide educational support services which will assist in the improvement of student achievement.
I.B.	P	1984 Intermediate Objectives Reference Numbers: I.B.1.

04

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.B.1.	1. Monitor implementation of the service delivery model;	Division of Special Education and Pupil Personnel Services	Monthly 6/84	Monthly monitoring reports
	2. Provide regions and other appropriate accountable offices with monitoring findings and referral/placement data and trends;	Division of Special Education and Pupil Personnel Services	Monthly 6/84	Individual regional and child study reports, reports to Board Committee on Specialized Education
	3. Develop models for psychology and social work programs focusing on intervention and prevention of instructional/learning problems;	Division of Special Education and Pupil Personnel Services	10/83	Approved program models and implementation plans
	4. Establish updated process and procedures for non-discriminatory assessment.	Division of Special Education and Pupil Personnel Services	10/83	Handbook for Non-Discriminatory Assessment

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Provide specialized programs and services for handicapped students in the local school.
I.C.	I	1984 Intermediate Objectives Reference Numbers: I.C.1.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.C.1.	1. Review and update current I.E.P.'s for state level students including assurance of review and update from regions;	Division of Special Education and Pupil Personnel Services	8/83	Certification of update as recorded with each student's I. E. P.
	2. Provide technical assistance in program design and development to the regions;	Division of Special Education and Pupil Personnel Services	9/83	Documents specifying program needs, objectives and strategies; agenda and related correspondence pertinent to meetings with regions
	3. Provide program model and guidelines for entry of and services to 3 year old handicapped students;	Division of Special Education and Pupil Personnel Services	9/83	Approved program model and guidelines
	4. Implement programs for 3 year old handicapped students;	Division of Special Education and Pupil Personnel Services	10/83	Status reports
	5. Provide in-service training and staff development to regional and local school staff;	Division of Special Education and Pupil Personnel Services	Monthly 6/84	Monthly reports of staff development activities conducted

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Continuation Page

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.C.1 (cont'd)	6. Monitor regional and local school special education program and service delivery;	Division of Special Education and Pupil Personnel Services	Monthly 6/84	Monitoring design and periodic reports of activities; documents outlining necessary corrective actions and recommendations to regions and local school administrators
	7. Ensure three-year re-evaluation of students in SY1983-84 cycle.	Division of Special Education and Pupil Personnel Services	6/84	Certification from regional offices and other District agencies that the required re-evaluations have been completed

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG RANGE OBJECTIVE: Implement programs and practices that will strengthen instructional supervision
I.H.	I	1984 INTERMEDIATE OBJECTIVE REFERENCE NUMBERS: I.H.1.; I.H.2.; I.H.3.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
I.H.1.	1. Submit office goals and objectives for approval;	All Divisions, Departments and Executive Office	9/83	Approved goals and objectives
	2. Develop division/office/school plans based on approved goals and objectives.	All Divisions, Departments and Executive Offices	9/83	Approved plan
I.H.2.	1. Implement divisional/office school plans.	All Divisions, Departments and Executive Offices	6/84	
I.H.3.	1. Monitor implementation.	All Divisions, Departments and Executive Offices	Monthly 6/84	Monitoring reports

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Provide a grants planning and management process to support a comprehensive education and service delivery system through the coordination and integration of federal funds in the budget planning process.
II.A.	I	1984 Intermediate Objectives Reference Numbers: II.A.1.; II.A.2.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.A.1	1. Assess needs and design programs;	Division of Adult and Continuing Education and Staff Development	9/83	Identified needs
	2. Submit program plan for approval;	Division of Adult and Continuing Education and Staff Development	9/83	Approved programs
	3. Implement staff development activities and in-service programs;	Division of Adult and Continuing Education and Staff Development	Monthly 6/84	Staff development reports
	4. Monitor the programs, courses, seminars, etc.;	Division of Adult and Continuing Education and Staff Development	Monthly 6/84	Monitoring reports
	5. Evaluate program effectiveness.	Division of Adult and Continuing Education and Staff Development	Quarterly 6/84	Evaluation reports

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.A.2.	1. Establish process and procedures for receipt of notices of federal R.F.P.'s and subsequent dissemination to appropriate school system offices, divisions and branches;	Division for Grants Administration	7/83	Division plan approved by the Associate Superintendent
	2. Establish process and procedure for technical review and sign-off by appropriate grant, fiscal, budgetary and personnel staff prior to submission of grant applications;	Division for Grants Administration	9/83	Dissemination of Superintendent's Directive specifying procedures to be used
	3. Establish process and procedures to provide technical assistance to school system applicant offices, in the preparation of federal grant applications according to guidelines;	Division for Grants Administration	10/83	Division plan approved by the Associate Superintendent
	4. Establish and implement a staff development program in grantsmanship and proposal development;	Division for Grants Administration	11/83	Training plan and record of activities
	5. Review Chapter 1 and Chapter 2 L.E.A. program applications and determine compliance with federal regulations;	Division for Grants Administration	4/84	Letters of S.E.A. approval of the L.E.A. applications
	6. Monitor federal grant expenditures to determine compliance with federal requirements as specified in Circular A-102.	Division for Grants Administration	11/83 and quarterly thereafter	Quarterly reports of findings after review of financial reports

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Prepare and implement a comprehensive multi-year plan for SY 1983-87 from which an annual Educational Plan for SY 1982-83 can be extracted.
III.A.	I	1984 Intermediate Objectives Reference Numbers: III.A.1.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
III.A.1.	1. Modify Three Year Plan for the Education of the Handicapped, previously submitted, with Department of Education recommendations, if necessary; 2. Disseminate approved Three Year Plan to interested and affected city, community and advocacy agencies and citizens.	Division of Special Education Division of Special Education	9/83 9/83	Notice of approval of the Plan by the U. S. Department of Education Public announcements of Plan's ap- proval and specification of where Plan may be obtained and/or re- viewed

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Develop annual budget plans for multi-year planning period SY 1983-87 in accordance with <u>Rules</u> of the Board Education.
III.C.	I	1984 Intermediate Objectives Reference Numbers: III.C.1.; III.C.2.; III.C.3.

III.C.3. Prepare and submit annual budget plan for the planning period SY 1983-1987.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
III.C.1.	1. Disseminate notice of revised <u>Rules</u> , Chapter IV, and abstract of major changes or modifications;	Division of Special Education and Pupil Personnel Services	7/83	Publication of revised <u>Rules</u> in the D.C. Register; notices to Public School employees of changes
	2. Establish plan and budget request to implement additional and modified programs and services dictated by revised <u>Rules</u> ;	Division of Special Education and Pupil Personnel Services	8/83	Submission of program and budget for approval by Superintendent
	3. Implement approved program expansions and modifications.	Division of Special Education and Pupil Personnel Services	9/83	Operation of new programs; dissemination of directives specifying new policies and procedures
III.C.2.	1. Develop and implement program plan based on funding level;	Division of Adult and Continuing Education and Staff Development	6/83	Revised program plan
	2. Reallocate funds and realign positions based on approved program plan;	Division of Adult and Continuing Education and Staff Development	6/83	Modified budget plan

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
III.C.2. (cont'd)	3. Notify U.S. Department of Education of re-visions and realignments;	Division of Adult and Continuing Education and Staff Development	6/83	Approved plan
	4. Monitor and evaluate program for compliance.	Division of Adult and Continuing Education and Staff Development	Monthly 6/84	Monitoring and evaluation reports
III.C.3.	1. Identify new/continuing operations/services for FY 1985-86;	Executive Office	5/84	List of projected new/continuing operations and services
	2. Project personnel and other resource needs to implement planned level(s) of services in FY 1985-86;	Executive Office	5/84	Identified personnel and resource needs
	3. Determine annual budget requirements for FY 1985-86;	Executive Office	5/84	Identified requirements
	4. Develop and submit annual budget requirements.	Executive Office	5/84	Finalized recommended budget

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Implement an accountability model in the Office for Special Services and State Affairs to ensure the effective and timely delivery of appropriate specialized and supportive services to students, as well as administrative offices, divisions, regions and local schools.
V.A.	I	1984 Intermediate Objectives Reference Numbers: V.A.1.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
V.A.1.	1. Establish procedure and schedule for monitoring compliance with federal regulations pertinent to the administration of E.C.I.A. grants;	Division for Grants Administration	9/83	Monitoring reports rendered in accordance with stipulated time-line
	2. Monitor E.C.I.A. grant compliance;	Division for Grants Administration	2/84 - 6/84	Monitoring reports and recommendations
	3. Establish approved process for the evaluation of E.C.I.A. grants;	Division for Grants Administration	6/84	Approved evaluation design
	4. Evaluate E.C.I.A. grants;	Division for Grants Administration	6/84	Formative and summative evaluation reports submitted to appropriate District of Columbia Public Schools and Department of Education Offices
	5. Establish procedure and schedule for monitoring all programs under jurisdiction of the office;	Executive Office, Office for Special Services and State Affairs	9/83	Monitoring reports rendered in accordance with stipulated timeline
	6. Monitor all grant programs;	Executive Office, Office for Special Services and State Affairs	2/84 - 6/84	Monitoring reports and recommendations

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04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
V.A.I. (cont'd)	7. Evaluate all personnel in accordance with procedures established by the Division of Personnel.	Executive Office, Office for Special Services and State Affairs	6/84	Evaluations of all Office of Special Services and State Affairs employees on file in the Division of Personnel

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Provide professional development opportunities and training for administrative, instructional and educational support staff.
V.C.	I	1984 Intermediate Objectives Reference Numbers: V.C.1.

04

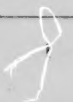
INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
V.C.1.	1. Identify staff development needs of school system instructional and educational support;	Division of Adult and Continuing Education and Staff Development	9/83	Identified needs
	2. Develop a comprehensive staff development program for administrators, instructional and educational personnel;	Division of Adult and Continuing Education and Staff Development	9/83	Approved staff development program in areas of related need
	3. Disseminate information on staff development program through news releases, bulletins, quarterly reports etc.;	Division of Adult and Continuing Education and Staff Development	9/83	News releases, bulletins, reports disseminated
	4. Implement the program;	Division of Adult and Continuing Education and Staff Development	6/84	Completed records of workshops, seminars and meetings conducted
	5. Evaluate training program.	Division of Adult and Continuing Education and Staff Development	6/84	Evaluation report and program modifications

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Implement a process for the accreditation of teacher education programs, submit proposed licenses for ET-15 employees and monitor for compliance with <u>Rules</u> of the Board of Education, the re-certification of teachers and administrators.
V.F.		1984 Intermediate Objectives Reference Numbers: V.F.1.; V.F.2.; V.F.3.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
V.F.1.	1. Review courses, workshops, seminars to ascertain whether the activities meet recertification standards;	Department of Certification and Accreditation	Monthly 6/84	Approved courses, workshops and seminars
	2. Plan and coordinate evaluation team activities for the accreditation of teacher preparation programs at Trinity and Gallaudet Colleges, George Washington and Howard Universities;	Department of Certification and Accreditation	4/84	Completed evaluation visits
	3. Complete final evaluation report for Superintendent and Board approval;	Department of Certification and Accreditation	4/84	Approved evaluation reports
	4. Notify universities and colleges of program accreditation.	Department of Certification and Accreditation	5/84	Accredited teacher preparation programs
V.F.2.	1. Review selected ET-15 license(s);	Department of Certification and Accreditation	6/84	Revised/modified licenses
	2. Submit to Superintendent and Board for approval;	Department of Certification and Accreditation	6/84	Approved licenses

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
V.F.2. (cont'd)	3. Develop plans for implementation of the license requirements; 4. Disseminate approved license(s) to D.C.P.S. personnel and community through appropriate channels and mechanisms.	Department of Certification and Accreditation Department of Certification and Accreditation	6/84 6/84	Orientation of appropriate staff in D.C.P.S. List of agencies, offices and departments which have received the licenses
V.F.3.	1. Review and evaluate applicants' documentation for recertification; 2. Submit list of eligible/ineligible candidates to Division of Personnel.	Department of Certification and Accreditation Department of Certification and Accreditation	Monthly 6/84 Monthly 6/84	List of candidates for recertification and termination Personnel action taken

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Provide information to the Board of Education on the needs of the handicapped, adults and other students with special needs.
VI.A.	I.	1984 Intermediate Objectives Reference Numbers: VI.A.1.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
VI.A.1.	1. Attend appropriate committee meetings and provide information as required.	All Divisions, Departments and Executive Office	6/84	Briefing reports, memoranda

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Support and advocate Board policies to staff and public
VI.B.	I	1984 Intermediate Objectives Reference Numbers: VI.B.1.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
VI.B.1.	1. Prepare directives and memoranda related to Board policies; 2. Monitor the implementation.	All Divisions, Departments and Executive Office All Divisions, Departments and Executive Office	6/84 Monthly 6/84	Disseminated directives and memoranda Monitoring reports

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG RANGE OBJECTIVE: Develop, establish, and implement programs for community awareness and advocacy to support the goals and objectives of the school system with respect to the handicapped adults and other students with special needs.
VLC.	I	1984 INTERMEDIATE OBJECTIVE REFERENCE NUMBERS: VLC.1; V.C.2.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
VLC.1	- Attend Board of Education Committee meetings, State Advisory Panels and Board meetings and other community advisory and advocacy groups; - Identify appropriate groups with which liaisons should be established; - Identify area for which community input and support is desirable or needed.	All Divisions, Departments and Office for Special Services and State Affairs All Divisions, Departments and Office for Special Services and State Affairs All Divisions, Departments and Office for Special Services and State Affairs	Monthly 6/84 Monthly 6/84 Monthly 6/84	Briefing reports Established liaison, schedule of meetings and staff assigned to attend Plan for the use of input and or support
VLC.2.	Receive and facilitate the resolution of complaints and problems from parents, advocates, students of majority age and other citizens;	Ombudsman	Monthly 6/84	Mail-log and monthly reports

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
V.I.C.2. (cont'd)	2. Conduct orientation sessions for staff, community and advocates to acquaint them with Comprehensive Complaints Process;	Ombudsman	Monthly 6/84	List of orientation sessions and evaluation data
	3. Monitor the Complaints Process.	Ombudsman	Monthly 6/84	Log of cases, memoranda, letters and reports

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05

NEW/REVISED POLICY CONSIDERATIONS: The office will recommend amendments and/or revisions to existing Board policy addressing adult, continuing and community education, the certification of educational personnel in the District of Columbia and diplomas and certificates for special education students.

06

MONITORING: All Divisions within the Office are responsible for some aspect of the monitoring process. During SY 1983-84 two types of monitoring will be done: process monitoring and program monitoring. Process monitoring will determine to what extent the processes used in carrying out Divisional activities and tasks are consistent with the Rules of the Board of Education, Directives of the Superintendent, federal and other legislative regulations, and School System operating procedures, and contribute to the achievement of the stated goals and objectives of the School System. When and where necessary, this monitoring process includes the identification of problems or possible audit exceptions, and recommendations of alternative strategies of corrective action necessary to achieve the objectives and/or maintain compliance. Program monitoring will consist of the development of a system to determine whether critical tasks related to the objectives stated within this Plan are being performed within the context of quality, program formulation and timelines, in order that division objectives can be achieved according to specification. Program monitoring at the office level relates to the broad programs designed to carry out the major goals and objectives of the office. At the operational level, the monitoring is the responsibility of divisions which have accountability for their respective programs.

07

EVALUATION: Each division is responsible for the internal evaluation of its subordinate sections and units. The process to be employed is that which is generally stated in the DCPS Evaluation Model.

In essence, utilizing the discrepancy model approach, each division will determine its intended/planned inputs (resources), processes and outputs for each objective and compare them with the actual or observed inputs, processes and outputs for each respective objective. An analysis of the output data will determine the extent to which stated objectives were met and the goal achieved.

The data will include statements of achievement, relationships between the discrepancy/agreement, reports and the observed outputs, any conclusions which can be drawn, and any implications in the findings after all the data is analyzed. The data will be used for decision making and for planning future programs.

● OFFICE OF MANAGEMENT SERVICES

EDUCATION PLAN, SY 1983-84

OFFICE Office of Management Services
ACCOUNTABLE OFFICER Arthur G. Hawkins, Associate Superintendent

DATE APPROVED BY SUPERINTENDENT July 25, 1983

APPROVED: *[Signature]*

01

MISSION STATEMENT: The Office of Management Services plans, directs, coordinates, monitors and evaluates major operational functions which support the mission and priorities of the educational programs of the D.C. Public Schools. This mission is addressed in accordance with efficient and effective administrative practices and procedures, Rules of the Board of Education, and regulations of the District and Federal Governments.

02

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FUNCTIONS: The **EXECUTIVE OFFICE** provides leadership and direction for effective implementation of systemwide financial and business management policies, procedures and activities. This Office has responsibility for the following functions: financial management endeavors; budgetary activities involving formulation and execution of annual operating and capital budgets; monitoring the annual acquisition of federal funds and other financial resources available for support of the educational programs; custodial operations and maintenance of facilities; technical assistance for major plant renovations and new construction; supervision and coordination of personnel functions; comprehensive data processing programs; printing and reproduction services; food services program; procurement and warehousing of equipment and supplies; transportation of students, distribution of materials and supplies, and mail deliveries.

The **DIVISION OF FINANCE** prepares expenditures reports for submission to the Superintendent and the Board of Education. This Division implements accounting practices in accordance with the Rules of the Board of Education and generally accepted accounting principles (GAAP), thus ensuring that expenditures do not exceed budgetary authority. The **Accounting Branch** maintains ledgers for general funds and grant accounts. The **Payroll Branch** generates compensation for all employees. The **Prevalidation and FMS Control Branch** preobligates purchases and vacant positions and places approved transactions into the District Government's Financial Management System. The **Accounts Payable Branch** audits all financial documentation, prior to payment of vendors and suppliers of goods and services.

The **DIVISION OF BUDGET** is responsible for budget formulation, budget administration, budget modification and information dissemination. The **Budget Formulation Branch** plans the budget and integrates it with the comprehensive planning model. The **Budget Execution Branch** executes and modifies the budget through official reprogramming and redirection actions.

FUNCTIONS: (Cont'd)

The **DIVISION OF MANAGEMENT PLANNING AND ANALYSIS** is responsible for improvements in management effectiveness. This Division initiates analytical studies to enhance operational efficiency systemwide. Assistance is provided to administrators in implementing recommendations and evaluating their impact. The **Fiscal Audit Branch** conducts internal audits of management and fiscal operations. The **Management Analysis Branch** studies operations and recommends improvements.

The **DIVISION OF BUILDINGS AND GROUNDS** provides required services and facilities for the educational mission. This Division enhances the usefulness of sites and equipment through proper maintenance and reduces safety hazards through user-oriented programs. The **Administrative Services Branch** conducts administrative and technical functions. The **Building Operations and Maintenance Branch** conducts housekeeping functions and performs minor repairs. The **Design and Engineering Branch** provides architectural and professional expertise. The **Repairs and Improvements Branch** is responsible for major maintenance.

The **DIVISION OF PERSONNEL** relates appropriate functions to the achievement of effective and economical management of human resources. This Division fosters an attitude of responsive service among District of Columbia Public Schools' employees and develops effective management communication. The **Staffing Branch** recruits, interviews and places employees. The **Classification and Compensation Branch** implements District of Columbia Public Schools' policy of equal pay for equal work. The **Employee Services Branch** provides orientation, development and counseling.

The **DIVISION OF AUTOMATED INFORMATION SERVICES** manages and controls computer resources. This Division provides information processing systems and manages information resources. Its services include the acquisition of hardware, software, and related technical support for the implementation of both educational and administrative information systems. The **Administrative Support Branch** provides information on financial, personnel and material resources; the **Education Support Branch** maintains an educational resources information program; the **Operations Branch** manages hardware; and the **Planning and Project Control Branch** develops strategies for information resource management.

The **WORD PROCESSING UNIT** provides clerical and production assistance by using sophisticated word processing equipment. Assistance is furnished in preparation of budget documents, supplemental data, support materials for legislative and budget testimony, audit reports and other systemwide written communications. This Unit is instrumental in improving productivity and flow of communication through the timely and professional completion of written documents.

The **DIVISION OF LOGISTICAL SUPPORT** provides a food services program and furnishes procurement, supply and transportation services. The **Food Services Branch** provides student breakfasts and lunches on an economical basis. The **Procurement Branch** purchases a wide variety of materials and goods needed systemwide. The **Supply Management and Services Branch** handles all aspects of warehousing and distribution; a major responsibility of that Branch is the Transportation Section, which conveys handicapped students and various materials throughout the city.

03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Improve operating efficiency in the Office of Management Services.
II.A.	P	1984 Intermediate Objectives Reference Numbers: II.A.1.; II.A.2.; II.A.3.; II.A.4.; II.A.5.; II.A.6.; II.A.7.; II.A.8.; II.A.9.; II.A.10.; II.A.11.; II.A.13.; II.A.14.; II.A.15.; II.A.16.; II.A.17.; II.A.18.; II.A.19.; II.A.20.; II.A.21.; II.A.22.; II.A.23.; II.A.24.; II.A.25.; II.A.26.; and II.A.27.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.A.1.	1. Request updated internal administrative procedures from each Division Director;	Executive Office	8/83	Requested procedures received
	2. Review updated internal procedures;	Executive Office	8/83	Review completed
	3. Recommend streamlining actions to ensure uncomplicated administrative procedures;	Executive Office	9/83	Division Directors' review and comment
	4. Assess the revised internal administrative procedures to determine their effectiveness.	Executive Office	12/83	Impact report
II.A.2.	1. Request updated intra- and inter-divisional procedures from Division Directors;	Executive Office	8/83	Requested procedures submitted
	2. Review and assess intra- and inter-divisional procedures submitted by Division Directors;	Executive Office	8/83 (Ongoing)	Review completed

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.A.2. (Cont'd)	3. Recommend modifications after discussions with Division Directors;	Executive Office	9/83	Division Directors' review and comment
	4. Implement and monitor the modified procedures.	Executive Office	12/83 (Ongoing)	Impact report
II.A.3.	1. Develop statement of specific management skills required for each mid-level management position;	All OMS Divisions	8/83	Completed statement
	2. Complete the Ferguson-Bryan management study of Buildings and Grounds Division;	Buildings and Grounds	8/83	Consultants' exit interview
	3. Evaluate to determine areas needed for staff development/training of identified candidates;	Personnel	9/83	Evaluation completed
	4. Reclassify all positions with specific indications of required skills and duties;	All OMS Divisions	9/83	Draft position descriptions completed
	5. Develop employee rating checklist for mid-level management positions which evaluates performance in light of required skills established for the positions;	All OMS Divisions	9/83	Checklist completed
	6. Design a mid-level management improvement program;	All OMS Divisions	9/83	Implemented training and assessment
	7. Conduct staff development/training activities for in-house candidates;	Personnel	10/83	Submission of quarterly training review reports

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.A.3 (Cont'd)	8. Encourage membership in professional organizations;	All OMS Divisions	Ongoing	Staff membership in professional organizations increased
	9. Assign specific responsibilities that will broaden staff awareness of overall operations;	All OMS Divisions	Ongoing	Staff morale improved
	10. Recruit quality personnel for potential growth into the mid-level management area.	All OMS Divisions	Ongoing	Staff output/productivity improved
II.A.4.	1. Conduct a survey of skills of incumbents to identify proficiencies and deficiencies;	All OMS Divisions	8/83	Skills survey report and recommendations
	2. Establish three year training plan for mid-level managers to establish requirements comparable to the private sector and to ensure staff's technical expertise;	All OMS Divisions	9/83	Approved training plan for mid-level managers
	3. Expose staff to professional opportunities. A. Training B. Interaction with other offices C. Interaction with other agencies	All OMS Divisions	Ongoing	Staff exposure expanded
II.A.5.	1. Improve manner in which DAIS accepts requests for data services;	Automated Information Services	8/83	Standardized data services requests and all DCPS forms
	2. Ensure all systems development personnel maintain standards manuals documentation;	Automated Information Services	8/83	Documentation standards, for systems users established

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.A.5. (Cont'd)	3. Provide technical liaison assistance to systems users ensuring all development needs are clearly identified;	Automated Information Services	10/83	DAIS liaison staff assigned to each DCPS operating division
	4. Transfer Word Processing Unit to DAIS;	Executive Office	11/83	Unit transferred
	5. Develop standards for Word Processing Unit for system wide DCPS use;	Automated Information Services	12/83	Standards distributed
	6. Establish DCPS policy on the use and approval of duplicating services, implementation of cost effective measures, consolidation of OMS forms;	Executive Office	8/84	Economy of operation
	7. Present word processing refresher sessions as needed;	Word Processing Unit	Ongoing	Schedules of workshops; list of employees who completed course requirements
	8. Continue to integrate automated/computerized processes into the clerical functions to maximize efficiency;	Personnel	Ongoing	Expanded use of office authorization and increased efficiency
	9. Provide appropriate technical training for terminal operators and word processors;	Personnel	Ongoing	Course records
	10. Provide word processing equipment training to offices needing assistance in special applications, format styles, etc;	Word Processing Unit	Ongoing	Training records on file Improved quality of documents
	11. Encourage wider OMS use of electronic mail capabilities.	Executive Office	Ongoing	Increased use of electronic mail

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.A.6	1. Install Univac 1100 Computer;	Automated Information Services	7/83	Equipment installed
	2. Finalize design of on-line system;	Management Planning and Analysis/Automated Information Services	9/83	Design document finalized
	3. Develop computer programs;	Automated Information Services	11/83	Source programs debugged
	4. Develop user manuals and system documentation;	Management Planning and Analysis/Automated Information Services	12/83	System documentation detailed
	5. Implement system and conduct user training.	Management Planning and Analysis/Automated Information Services	2/84	Operable system with trained personnel
II.A.7.	1. Conduct analysis to determine financial report needs;	Automated Information Services	11/83	Requirements document
	2. Develop monthly position changes report;	Budget	Ongoing	Reports circulated
	3. Develop monthly budget changes report;	Budget	Ongoing	Reports circulated

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.7. (Cont'd)	4. Develop monthly reprogramming reports;	Budget	12/83	Reports circulated
	5. Design and write computer programs to generate listings or design Mapper System to allow users to develop their own reports;	Automated Information Services	1/84	Report production improved
	6. Correct the payroll data base in order for actual personnel costs to be posted accurately;	Finance/Automated Information Services	6/84	REMCIS completed
	7. Maintain a small task force to stabilize payroll error rate until the development of REMICS is completed.	Finance/Automated Information Services	6/84	Task force established
Assumption: The automation of monthly reports is dependent upon the timely installation and activation of REMCIS. Reports will be developed manually on a quarterly basis beginning with 9/83, until REMCIS is operational.				

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.A.8.	1. Conduct preliminary study to determine the practicality of a fully automated pre-certification system;	Finance/Automated Information Services	1/84	Completed study report
	2. Obtain approval of report;	Finance/Automated Information Services	2/84	Approved report
	3. Prepare development plan for the detailed analysis and requirements study;	Automated Information Services	4/84	Completed plan
	4. Obtain approval of plan;	Automated Information Services	5/84	Approved plan
	5. Implement plan;	Finance/Automated Information Services	5/84	Implemented plan
	6. Interface with DAIS for technical assistance;	Finance	6/84	Record of assistance rendered
	7. Design a cross-walk to track precertification;	Finance	6/84	Increased accountability
	8. Provide continuous control of pertinent data;	Personnel	Ongoing	Improved control with REMCIS
	9. Review storage system periodically to determine accuracy; enforce or implement refinements to system.	Personnel	Ongoing	Quality control reports on REMCIS

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.A.9.	1. Conduct initial survey and analysis;	Finance/Automated Information Services/ Logistical Support	8/83	User requirements document completed
	2. Assess the successful inventory system developed by the Montgomery County Public School District;	Finance	9/83	Assessment report and implementation plan completed
	3. Prepare design for ALMS;	Automated Information Services	9/83	Conceptual design document
	4. Create development plan for ALMS;	Automated Information Services	11/83	Schedule developed
	5. Pilot an Inventory Accounting Subsystem of ALMS.	Automated Information Services	4/84	Pilot subsystem implemented
II.A.10.	1. Recommend internal document processes to improve timely payments to vendors;	Logistical Support	9/83	Processing delays reduced
	2. Reconvene committee to examine results and coordinate corrective action as necessary;	Logistical Support	11/83	Use of discounts improved
	3. Improve document flow, delivery methodology, and multiple deliveries.	Logistical Support	12/83	Documented improvements
II.A.11.	Administer Teacher Buy-Back Sick Leave Plan.	Divisions of Budget and Finance	Ongoing	Status reports

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.A.13.	1. Identify the scope of services needed for expanded internal audit capacity;	Management Planning and Analysis	10/83	Completed needs assessment
	2. Determine the methodology of meeting the needs;	Management Planning and Analysis	12/83	Written task statement
	3. Develop an annual audit plan;	Management Planning and Analysis	Ongoing	Documented plan
	4. Monitor the implementation and evaluate.	Management Planning and Analysis	Ongoing	Monitoring and evaluation reports
II.A.14.	1. Identify and report on the routine production functions in each Division which impact the school system directly;	All OMS Divisions	7/83	Functions lists
	2. Prioritize routine functions.	Executive Office	11/83	Prioritized functions
II.A.15.	1. Conduct periodic meetings with Buildings and Grounds Director to identify target date; for in-service training;	Buildings and Grounds/ Personnel	9/83 (Ongoing)	Record of meetings and target dates for training
	2. Identify specific areas which require further training;	Buildings and Grounds/ Personnel	9/84	Job performance analysis; program evaluations; and training needs assessments
	3. Coordinate scheduling of appropriate training activities.	Buildings and Grounds/ Personnel	9/84	Approved training schedule

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.A.16.	1. Evaluate paperwork requirements and determine reports required and frequency;	All OMS Divisions	7/83	Completed report and recommendations
	2. Anticipate and acquaint all managers of the needs of the Superintendent or the Board Committees in developing the reports, responses or action plans;	All OMS Divisions	8/83	Completed reports and plans
	3. Utilize an electronic spread sheet to generate automatic calculations for allotments, average salary tables, cost calculations, etc.;	Budget	10/83	Computer reports
	4. Establish an electronic log-in for 76-1's and daily correspondence;	Budget	10/83	Computer reports
	5. Electronically generate budget graphics;	Budget	12/83	Copies of graphics
	6. Electronically reconcile budget files;	Budget	1/84	Computer reports
	7. Electronically generate monthly financial reports;	Budget	1/84	Computer reports
	8. Establish design criteria for new applications development which reduces or eliminates the number and size of data entry forms and ultimately replaces data transmission by form with interactive terminal-based data entry;	Automated Information Services	6/84	Completed statement of design criteria

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.A.16. (Cont'd)	9. Design appropriate form letters to be used for all divisions; letters will be designed in appropriate clusters;	Word Processing Unit	6/84	Approved form letters
	10. Establish design criteria for output reports which confine most or all report output to terminal displays rather than paper printouts;	Automated Information Services	8/84	Completed statement of design criteria
	11. Develop system to retrieve, update and disseminate information about operating budgets, code index books and other pertinent documents from the computers, e.g. electronic mail, on-line financial reports.	Automated Information Services/Management Planning and Analysis	Ongoing	Maximum utilization of WP equipment
Assumptions: the services of all critical tasks listed above, except for #1, 2, and 6, rely upon the installation and operation of REMCIS and CALC II (an electronic speed sheet), and the development of graphic software for GIGI.				

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.A.17.	1. Meet with Director of Buildings and Grounds to establish timeframes for reduction of third-class engineers;	Buildings and Grounds	12/83	Establishment of re-employment rosters and placement of excess third-class engineers
	2. Reduce the number of third-class engineers by attrition and reassignment.	Buildings and Grounds	3/84	Adjusted personnel listings
II.A.18.	1. Evaluate energy reports from each school;	Buildings and Grounds	6/84	Energy evaluation
	2. Adopt appropriate energy conservation measures;	Buildings and Grounds	6/84	Implemented conservation measures
	3. Develop long range energy conservation plan to be implemented over multi-year period.	Buildings and Grounds	6/84	Long range energy conversation plan
II.A.19.	1. Assess the existing procurement and supply management procedures;	Management Planning and Analysis	8/83	Systems needs statement
	2. Conduct initial survey and analysis to identify areas of overlap and duplication;	Automated Information Services/Management Planning and Analysis/Logistical Support	8/83	User requirements document
	3. Prepare design for ALMS;	Automated Information Services	9/83	Conceptual design document
	4. Create development plan for ALMS;	Automated Information Services	11/83	Development schedule
	5. Complete Ferguson/Bryan reorganization study;	Buildings and Grounds	9/83	Decreased duplication, workload and paper work

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.A.19. (Cont'd)	6. Design an automated system(s) including the comparison of requisition/purchase order information;	Management Planning and Analysis	12/83	Completed design
	7. Train personnel to operate the system;	Management Planning and Analysis	1/84	Training plan implemented
	8. Pilot a supply management subsystem of ALMS;	Automated Information Services	2/84	Implemented pilot subsystem
	9. Monitor and evaluate the operation.	Management Planning and Analysis	3/84	Progress report
II.A.20.	1. Review "Report of Minicomputer Usage in the Division of Logistical Support" as prepared by the Division of Logistical Support;	Automated Information Services/Logistical Support	11/83	Completed review
	2. Obtain approval of recommendations;	Executive Office	12/83	Approved recommendations
	3. Develop a plan for implementing approved recommendations;	Executive Office/ Automated Information Services/Logistical Support	2/84	Completed plan
	4. Implement the plan.	Automated Information Services	3/84	Implemented plan

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.A.21.	1. Survey electronic purchasing procedures to determine feasibility of expanding electronic purchasing procedures;	Automated Information Services	9/83	Survey report
	2. Formulate a systems design;	Logistical Support	12/83	Approved design
	3. Develop proposal for inclusion of electronic purchasing procedures into DCPS;	Automated Information Services	5/84	Completed proposal
	4. Activate the system;	Automated Information Services/Logistical Support	9/84	Operations implemented
	5. Monitor improvements.	Management Planning and Analysis	12/84	Status report
II.A.22.	1. Continue vehicle replacement activities.	Logistical Support	Ongoing	Purchased buses
II.A.23.	1. Conduct conservation analysis;	Logistical Support	Ongoing	Increased fuel economy
	2. Training schedules established and in process.	Logistical Support	Ongoing	Safety effort
II.A.24.	1. Monthly meetings scheduled with student advisory counsel;	Food Services Branch	Ongoing	Review menu offerings and scheduled meetings
	2. Meet semi-annually with food commodity counsel (students, parents and administrators).	Food Services Branch	Ongoing	Increased client participation

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.A.25.	1. Arrange in-service training sessions on regular basis;	Food Services Branch	Ongoing	Improved operations
	2. Provide training to food service workers;	Food Services Branch	Ongoing	Improved operational efficiency
	3. Provide technical course offerings with UDC through intra-district arrangements.	Food Services Branch	Ongoing	Extended employee/management capabilities
II.A.26.	1. Establish and operate production centers with technical assistance provided by FNS.	Food Services Branch	1/84	Expanded self-sufficiency
II.A.27.	1. Negotiate contract to conduct a manpower utilization survey of food services operations;	Food Services Branch	9/83	Approved contract
	2. Monitor contract implementation;	Food Services Branch	2/84 - 6/84	Monitoring reports
	3. Review final report and implement appropriate recommendations.	Food Services Branch	6/84	Final report and recommendations; action plan for implementation

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Develop a comprehensive plan for the collection, processing and management of educational and administrative support data into a computer-based Management Information System (MIS).
II.B.	I	1984 Intermediate Objectives Reference Numbers: II.B.1.; II.B.2.; II.B.3.; II.B.4.; II.B.5.; II.B.6.; II.B.7.; II.B.8.; II.B.9.; II.B.10.; II.B.11.; II.B.12.

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.B.1.	1. Assess current capabilities, assets and liabilities of DAIS;	Automated Information Services	9/83	Assessment report
	2. Identify major offices, data support needs;	Automated Information Services	11/83	Data support needs statement
	3. Perform survey by conducting interviews, gathering and analyzing data, reviewing present systems and operations and determining preliminary user requirements;	Automated Information Services	11/83	Completed survey
	4. Compare survey against assessment and determine technical support approach.	Automated Information Services	2/84	Annual division action plan
II.B.2.	1. Review MIS Report of 1981;	Automated Information Services	9/82	Completed review
	2. Review results of needs survey DAIS Assessment and Technical Support Approach;	Automated Information Services	11/82	Completed review

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.B.2. (Cont'd)	3. Determine interrelationships of major application modules in major MIS Subsystems;	Automated Information Services	12/82	Synthesized action plan
	4. Determine contents of plan;	Automated Information Services	1/83	Contents determined
	5. Develop plan;	Automated Information Services	2/83	Completed action plan
	6. Obtain approval of plan.	Automated Information Services	3/83	Approved plan
II.B.3.	1. Identify and prioritize major MIS Subsystems;	Automated Information Services	2/84	Identification and prioritization approved
	2. Prepare development plan of major MIS Subsystems and other development projects containing schedules;	Automated Information Services	2/84	1983 DAIS Action Plan
	3. Obtain approval of plan.	Automated Information Services	3/84	Approved plan
II.B.4.	1. Install Univac 1100 computer;	Automated Information Services	7/83	Installed equipment (All subsequent indicators dependent on installation)
	2. Implement position control and authorization application in the REMCIS subsystem under the MIS;	Automated Information Services	11/83	Implemented application
	3. Review application's performance with users;	Automated Information Services	12/83	Approved performance

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.B.4. (Cont'd)	4. Implement the staffing personnel and employee inventory application in the REMCIS subsystem under the MIS;	Automated Information Services	12/83	Implemented application
	5. Review application's performance with users;	Automated Information Services	1/84	Approved performance
	6. Implement the attendance and payroll processing application in the REMCIS subsystem under the MIS;	Automated Information Services	2/84	Implemented application
	7. Review application's performance with users.	Automated Information Services	3/84	Approved performance
II.B.5.	1. Establish student data users group;	Automated Information Services	6/83	Established users' working group
	2. Install Univac 1100 Computer;	Automated Information Services	7/83	Installed equipment (tasks 5-12 are dependent on installation)
	3. Develop a conceptual design document;	Automated Information Services	10/83	Completed design document
	4. Obtain approval of design;	Automated Information Services	11/83	Approved design document
	5. Implement pilot Student Registration Subsystem;	Automated Information Services	6/84	Implemented pilot subsystem
	6. Review subsystem's performance with users;	Automated Information Services	7/84	Approved performance
	7. Implement Student Registration Subsystem systemwide;	Automated Information Services	8/84	Implemented subsystem
	8. Implement Pilot Student Assessment Subsystem;	Automated Information Services	12/84	Implemented pilot subsystem

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.8.6.	1. Conduct initial survey and analysis;	Automated Information Services	8/83	User requirements document
	2. Develop a conceptual design document;	Automated Information Services	9/83	Completed design
	3. Obtain approval of design;	Automated Information Services	10/83	Approved design
	4. Implement pilot Inventory Accounting Sub-system of ALMS;	Automated Information Services	4/84	Implemented pilot subsystem
	5. Review subsystem's performance with users;	Automated Information Services	4/84	Approved performance
	6. Implement pilot Supply Management Subsystem of ALMS;	Automated Information Services	5/84	Implemented pilot subsystem
	7. Review subsystem's performance with users.	Automated Information Services	5/84	Approved performance
II.8.7.	1. Review the status of implemented applications and subsystems under MIS.	Automated Information Services	6/84	Status Report
II.8.8.	1. Complete the development of the Automated Instructional Management System (AIMS);	Automated Information Services	8/83	AIMS developed
	2. Design and develop Electronic Mail Facilities for DCPS;	Automated Information Services	11/83	Completed development
	3. Develop procedures to function as a Software Clearinghouse;	Automated Information Services	12/83	Completed procedures
	4. Monitor first year software projects.	Automated Information Services	2/84	Local school level usage report and recommendation

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.B.9.	1. Develop performance criteria for both software and hardware;	Automated Information Services	8/83	Completed performance criteria document
	2. Monitor performance of software and hardware.	Automated Information Services	9/83	Completed reports
II.B.10.	1. Conduct initial survey and analysis to determine information needs of executive staff;	Automated Information Services	3/84	Information requirements document
	2. Prepare design for special Decision Support System;	Automated Information Services	4/84	Conceptual design document
	3. Create development plan for Decision Support System (DSS).	Automated Information Services	5/84	Development schedule
II.B.11.	1. Develop overview of plan;	Automated Information Services	3/84	Overview statement
	2. Finalize plan.	Automated Information Services	Ongoing	Approved plan
II.B.12.	1. Develop overview plan to integrate hardware, software and related tools;	Automated Information Services	3/84	Overview statement
	2. Obtain approval for final plan.	Automated Information Services	Ongoing	Approved plan

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Increase effectiveness and productivity of selected programs and operations.
II.D.	P	1984 Intermediate Objectives Reference Numbers: II.D.1.; II.D.2.; II.D.3.; II.D.4.; II.D.5.; II.D.6.; II.D.7.; II.D.8.; II.D.9.; II.D.10; II.D.11.; II.D.12.; II.D.13.; II.D.14.; II.D.15.; II.D.16.; II.D.17.

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.D.1.	1. Identify the audit area;	Management Planning and Analysis	8/83	Audit area identified
	2. Determine the scope of the audit;	Management Planning and Analysis	8/83	Field work summary
	3. Develop an audit plan;	Management Planning and Analysis	9/83	Audit plan
	4. Conduct the audit;	Management Planning and Analysis	10/83	Audit status reports
	5. Report on findings;	Management Planning and Analysis	12/83	Final report
	6. Prepare recommendations;	Management Planning and Analysis	1/84	Final report
	7. Monitor and assess implementation of recommendations.	Management Planning and Analysis	Ongoing	Evaluation report

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.D.2.	1. Identify areas to be studied;	Management Planning and Analysis	9/83	Report of findings
	2. Conduct a needs assessment;	Management Planning and Analysis	10/83	Needs assessment report
	3. Develop solution alternatives;	Management Planning and Analysis	11/83	Solution alternative report
	4. Select a solution alternative;	Management Planning and Analysis	12/83	Solution alternative selected
	5. Develop a project plan;	Management Planning and Analysis	1/84	Documented plan
	6. Implement the plan;	Management Planning and Analysis	2/84	Status reports
	7. Monitor and assess the results.	Management Planning and Analysis	Ongoing	Evaluation report
II.D.3.	1. Develop a listing of all appropriate term contracts;	Management Planning and Analysis	9/83	Contracts list developed
	2. Identify pertinent contract data;	Management Planning and Analysis	10/83	Pertinent contracts data iden- tified
	3. Develop a listing format;	Management Planning and Analysis	11/83	Listing format approved
	4. Prepare a master listing with associated data;	Management Planning and Analysis	12/83	List developed
	5. Institutionalize the process of sending contracts to regional managers.	Management Planning and Analysis	1/84	Contract distribution process

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.D.4.	1. Develop an up-to-date listing of warehoused items;	Management Planning and Analysis	Ongoing	Updated inventory list
	2. Submit listing to educational program officers for additions and deletions;	Management Planning and Analysis	Ongoing	Program officers input
	3. Revise listing as required;	Management Planning and Analysis	Ongoing	Revised list
	4. Develop catalog descriptions for each item;	Management Planning and Analysis	Ongoing	Appropriate descriptions
	5. Prepare catalog layout;	Management Planning and Analysis	Ongoing	Approved layout
	6. Print catalog;	Management Planning and Analysis	Ongoing	Printed copies of catalog
	7. Proof catalog;	Management Planning and Analysis	Ongoing	Final edits
	8. Distribute catalog.	Management Planning and Analysis	Ongoing	Transmitted memoranda and dissemination list
II.D.5.	1. Supply receipt system understudy for automated application;	Logistical Support	9/83	Study report and recommendations
	2. Develop a conceptual design system;	Logistical Support	10/83	Approved conceptual design
	3. Test prototype design system;	Logistical Support	11/83	Prototype program results
	4. Implement revised supply request system.	Logistical Support	2/84	Full implement supply receipt system

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.D.6.	1. Coordinate reclassification activities with the Director of Logistical Support.	Personnel	7/83	Completed reclassifications
II.D.7.	1. Conduct a feasibility study for school sites or divisions to request supplies electronically from the Division of Logistical Support;	Automated Information Services/Logistical Support	2/84	Feasibility study report and recommendations
	2. Create development plan for a pilot program;	Automated Information Services/Logistical Support	4/84	Approved development plan
	3. Implement/monitor the pilot program;	Automated Information Services/Logistical Support	6/84	Monitoring results/approved final version
	4. Revise program based on monetary input.	Automated Information Services/Logistical Support	6/84	Approved final version
II.D.8.	1. Determine the required outcomes for each function;	Management Planning and Analysis/Logistical Support	Ongoing	Identified outcomes
	2. Develop criteria by which each function can be measured;	Management Planning and Analysis/Logistical Support	Ongoing	Approved criteria
	3. Conduct a needs assessment and/or functional analysis of the division;	Management Planning and Analysis/Logistical Support	Ongoing	Needs assessment results
	4. Develop solution alternatives which meet the outcome requirements;	Management Planning and Analysis/Logistical Support	Ongoing	Identified alternatives
	5. Select an alternative;	Management Planning and Analysis/Logistical Support	Ongoing	Selected alternatives

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.D.8. (Cont'd)	6. Develop a plan for organizational change and development;	Management Planning and Analysis/Logistical Support	Ongoing	Approved plan
	7. Implement the plan;	Management Planning and Analysis/Logistical Support	Ongoing	Status reports
	8. Monitor and assess the outcomes.	Management Planning and Analysis/Logistical Support	Ongoing	Monitoring and evaluation results
II.D.9.	1. Conduct analysis and requirements study;	Logistical Support/ Automated Information Services/Management Planning Analysis	4/84	Completed study
	2. Survey existing technology to determine feasibility, and,	Logistical Support/ Automated Information Services/Management Planning Analysis	5/84	Feasibility study and recommendations
	3. Evaluate and recommend automation concept.	Logistical Support/ Automated Information Services/Management Planning Analysis	6/84	Completed conceptual requirements document
II.D.10.	1. Implement pilot study of Bar Code Technology inventory system;	Logistical Support	9/83	Prototype application
	2. Bar Code Technology in the inventory of equipment.	Logistical Support	6/84	Base of Bar Code Technology

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.D.11.	1. Assess classroom standards in consultation with Office of Instruction.	Management Planning and Analysis	9/83	Assessment completed
II.D.12.	1. Periodic meetings with primary users of transportation established and in place;	Logistical Support	Ongoing	Improved Service
	2. Transportation schedule adopted for transitional program students.	Logistical Support	7/83	Transportation of students from Career Centers to their comprehensive high school
II.D.13.	1. Research and evaluate existing procedures;	Management Planning and Analysis	8/83	Report with recommendations
	2. Determine areas to be changed or modified;	Management Planning and Analysis	8/83	Identified areas for improvement
	3. Develop the modifications and or changes;	Management Planning and Analysis	8/83	Approved modifications and procedures
	4. Disseminate procedures;	Management Planning and Analysis	8/83	Transmittal memoranda and dissemination exist
	5. Initiate transition to separate procurement authority;	Management Planning and Analysis	8/83	DCPS procurement autonomy
	6. Offerors response received and selection pending;	Logistical Support	8/83	Selection completed
	7. Implement procedures.	Logistical Support	Ongoing	Monitoring reports

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.D.14.	1. Review the checklist for school opening packages;	Logistical Support	7/83	Recommendations for revising/ updating checklist
	2. Revise/update the checklist;	Logistical Support	7/83	Approved checklist revisions
	3. Provide each school with opening packages.	Logistical Support	7/83	Packages delivered; signed receipts
II.D.15.	1. Route supply requests for warehouse items to demand processing;	Logistical Support	8/83	Status report on demand processing of warehouse items
	2. Route non-stocked items and equipment request to Procurement;	Logistical Support	9/83	Status report in procurement of non-stocked items
	3. Continuous review of procedures.	Logistical Support	2/83-6/84	Monitoring reports and recommendations
II.D.16.	1. Revise vendor handbook.	Logistical Support	8/83	Approved vendor handbook
II.D.17.	1. Adopt appropriate inventory systems;	Management Planning and Analysis	Ongoing	Approved inventory supplies
	2. Adopt inventory management methods;	Management Planning and Analysis	Ongoing	Operational methods reports
	3. Determine the task timeframe and magnitude;	Management Planning and Analysis	Ongoing	Approved timeframe and scope
	4. Develop the manpower requirements;	Management Planning and Analysis	Ongoing	Identified manpower requirements
	5. Budget/plan for the task execution;	Management Planning and Analysis	Ongoing	Approved budget plan

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.D.17. (Cont'd)	6. Train personnel;	Management Planning and Analysis	Ongoing	Course completion records
	7. Test procedures and methods;	Management Planning and Analysis	Ongoing	Assessment results
	8. Revise as necessary;	Management Planning and Analysis	Ongoing	Approved revisions
	9. Implement the system.	Management Planning and Analysis	Ongoing	Operational system

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Implement a comprehensive program for improving repair and maintenance operations.
II.E.	P	1984 Intermediate Objectives Reference Numbers: II.E.1.; II.E.2.; II.E.3.; II.E.4.

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.E.1.	1. Develop a work statement for designing a maintenance management system;	Buildings and Grounds/ Management Planning and Analysis	8/83	Completed statement
	2. Contract for services to design the system;	Buildings and Grounds/ Management Planning and Analysis	9/83	Awarded contract
	3. Design the system;	Buildings and Grounds/ Management Planning and Analysis	9/83	Completed design
	4. Plan for the implementation;	Buildings and Grounds/ Management Planning and Analysis	10/83	Approved plan
	5. Assign personnel;	Buildings and Grounds/ Management Planning and Analysis	11/83	Personnel in place and working

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.E.1. (Cont'd)	6. Commence operations;	Buildings and Grounds/ Management Planning and Analysis	1/84	Status reports
	7. Monitor and evaluate the system operations.	Buildings and Grounds/ Management Planning and Analysis	Ongoing	Monitoring and evaluating report and recommendation
II.E.2.	1. Establish timeframes with the Division of Buildings and Grounds to ensure staffing completion for Repairs and Improvements Branch;	Personnel	8/83	Action Plan
	2. Fill vacancies in the areas of boiler maintenance, painting, electrical repairs and mechanical engineers.	Technical Assistance and Repairs and Improvements Branches/ Buildings and Grounds	Ongoing	Personnel in place and working
II.E.3.	1. Install automated computer system.	Information Systems Branch/ Buildings and Grounds.	12/83	Accurate reports and record keeping, reduced paperwork.
II.E.4.	1. Supplement the Capital Improvements Program as needed;	Technical Assistance and Architectural and Engineering Branches	Ongoing	Approved supplements
	2. Allocate funds for buildings and grounds programs that have been indentified by the Board of Education.	Technical Assistance and Architectural and Engineering Branches	Ongoing	Approved allotments

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Respond diligently to safety and security issues.
II.F.	I	1984 Intermediate Objectives Reference Numbers: II.F.1.; II.F.2.; II.F.3.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
II.F.1.	1. Continue to implement the safety procedures as outlined in the Superintendent's Directive, Series 661.	Buildings and Grounds	Ongoing	Decreased safety hazards, and increased repairs and improvements of school facilities
II.F.2.	1. Continue to install safety security systems, window guards, and exterior doors as recommended by Buildings and Grounds and Safety and Security staff.	Buildings and Grounds	Ongoing	Reduced vandalism, upgraded and safer facilities
II.F.3.	1. Provide driver training classes established;	Logistical Support	Ongoing	Course completion records
	2. Establish quarterly schedules for driver training.	Logistical Support	Ongoing	Approved schedules

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Develops a multi-year plan for School Years 1983-1987 from which an annual education plan can be extracted.
III.A.	P	1984 Intermediate Objectives Reference Numbers: III.A.1; III.A.2; III.A.3; III.A.4; III.A.5; III.A.6.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
III.A.1.	1. Attend planning session to instruct DCPS officers on completing the planning documents;	Executive Office	1/84	Organized OMS strategy for producing a quality plan
	2. Disseminate guidelines, i.e. instructions, typing format, etc. to each Division Director;	Executive Office	1/84	Acknowledged receipt by Division Directors
	3. Organize meeting with designated Divisional representatives and/or Division Directors to clarify any questions about the plan.	Executive Office	1/84	Schedule of meeting, production of plan in accordance with requirements

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
III.A.2.	1. Determine management programs to be reviewed;	Executive Office	1/84	Identified programs
	2. Establish criteria for reviews;	Executive Office	1/84	Establish review criteria
	3. Inform responsible program managers of periodic reviews;	Executive Office	1/84	Transmitted memoranda
	4. Conduct interviews with each responsible program manager and Division Directors;	Executive Office	2/84	Completed interviews
	5. Prepare findings for review by appropriate DCPS offices;	Executive Office	3/84	Final draft initially by the Associate Superintendent
	6. Report findings to the Superintendent.	Executive Office	3/84	Accepted report
III.A.3.	1. Request annual activity reports from Division Directors;	Executive Office	2/84	Received activity reports
	2. Compare the results reported in the annual activity reports and the objectives listed in the Multi-Year Plan;	Executive Office	2/84	Completed comparison
	3. Prepare findings related to each Division separately and transmit to each Division Director;	Executive Office	3/84	Discussed audit findings with Division Directors
	4. Schedule audit review meetings with each Division Director.	Executive Office	3/84	Completed meetings

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
III.A.4.	1. Receive and review initial Multi-Year Plan drafts from each Division and return comments to the appropriate Director;	Executive Office	4/84	Improved draft
	2. Consolidate all Divisional Multi-Year Plan submissions into one OMS plan;	Executive Office	5/84	Completed consolidation
	3. Schedule a 1-2 day retreat to critique the plan and to discuss overall OMS objectives and goals;	Executive Office	5/84	Reported retreat results
	4. Finalize plan and secure sign-offs from Division Directors;	Executive Office	5/84	Completed plan
	5. Secure Associate Superintendent's signature and transmit to Program Development.	Executive Office	5/84	Submitted plan
III.A.5.	1. Compare program audits and Divisional plans to evaluate previous accomplishments and to determine which units are "off plan";	Executive Office	5/84	Completed comparison and findings
	2. Modify subsequent annual plans based on evaluation findings.	Executive Office	6/84	Documented revisions

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04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
III.A.6.	1. Participate in review of multi-year plan;	Automated Information Services	1/84	Completed review
	2. Participate in development of Office of Mangement Services planning assumptions;	Automated Information Services	2/84	Planning assumptions determined
	3. Determine the status of each objective;	Automated Information Services	Ongoing	Reports, project plans, and position statements
	4. Review SY 84 Annual Year Plan;	Automated Information Services	3/84	Completed review
	5. Identify new and/or modified objectives.	Automated Information Services	Ongoing	Approved new and/or modified objectives

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Develop annual budget plan for the Office and individual divisions.
III.C.	P	1984 Intermediate Objectives Reference Numbers: III.C.1.; III.C.2.; III.C.3; III.C.4.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
III.C.1.	1. Assess ongoing activities;	All OMS Divisions	1/84	Evaluation reports/work request and Budget request
	2. Secure the involvement of managers in budget development;	All OMS Divisions	1/84	Committed involvement
	3. Review authorized budget positions and compare with actual staff requirements costs;	All OMS Divisions	2/84	Evaluation reports based on a review of position needs by sections
	4. Review projected staff requirements for each section to determine if authorized budgeted positions are adequate;	All OMS Divisions	2/84	Staff requirements identified
	5. Review the projected expenditure reports for divisions;	All OMS Divisions	2/84	Status reports
	6. Review budgeted vs projected expenditures variance report;	All OMS Divisions	2/84	Variance reports

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
III.C.1. (Cont'd)	7. Project resource needs based on annual plan;	All OMS Divisions	3/84	Projected resource needs
	8. Determine projected budgeted salary needs for FY 84 Budget using the actual salary data;	All OMS Divisions	3/84	Projected salary needs
	9. Determine basic operational resource requirements;	All OMS Divisions	3/84	Projected operational resource requirements
	10. Develop a budget for the Office.	All OMS Divisions	4/84	Approved divisional and office budget
III.C.2.	1. Secure updated projections on: • CPI • Federal grant receipts • Enrollment • City's growth plans • School systems' operational plans;	Budget Budget Budget Budget Budget	6/83, 1/84 7/83 2/84 11/83, 2/84 Ongoing Ongoing	Updated CPI projections Projections on federal grants Enrollment projections Copy of City plans Updated listing of school system priorities
	2. Compare the divisional budget to the request;	All OMS Divisions	9/83	Discrepancy analysis
	3. Analyze the divisional budget for funded elements;	All OMS Divisions	9/83	Discrepancy analysis
	4. Prepare a program planning impact statement;	All OMS Divisions	9/83	Approved impact statement(s)
	5. Modify the annual and multi-year plans, as necessary;	All OMS Divisions	11/83	Approved plan modification
	6. Review budget plans and make modifications.	All OMS Division	6/83	Final budget

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04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
III.C.3.	1. Develop a budget preparation plan for the FY 1986 budget;	Budget	11/83 - 1/84	Proposed budget preparation plan
	2. Secure approval for the budget preparation plan;	Budget	2/84	Approved budget preparation plan
	3. Implement budget development procedures;	Budget	3/84 - 7/84	Schedule of budget development activities
	4. Develop and submit Superintendent's Budget Request to the Board;	Budget	7/84	Superintendent's Recommended Budget
	5. Develop and submit the Board's Budget Request to the City Council.	Budget	10/84	Board's Recommended Budget

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
III.C.4.	1. Revise school system directives for the Budget Division;	Budget	12/83	Revised directives
	2. Hold semi-annual evaluation sessions with staff to assess division progress and identify problem areas and suggested resolutions;	Budget	8/83 and 2/84	Schedule of evaluation sessions held
	3. Hold quarterly budget review sessions with managers;	Budget	9/83, 12/83 3/84 and 6/84	Schedule of review sessions held
	4. Advise managers on budgetary matters;	Budget	Ongoing	Records of managerial inquiry
	5. Process budget change request.	Budget	Ongoing	Budget change records

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Provide technical services for the administration of state block programs.
V.A.	P	1984 Intermediate Objectives Reference Numbers: V.A.1.; V.A.2.; V.A.3.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
V.A.1.	1. Maintain specific account codes for each grant;	Budget	7/83, 10/83 (Ongoing)	Computerized reports of budget and allotments
	2. Secure updated projections on federal grant receipts;	Budget	7/83, 2/84	Projections on federal grants
	3. Periodically reconcile the various grant files;	Budget	Ongoing	Listing of account codes
	4. Establish budgets and allotments for grant funds;	Budget	Ongoing	Monthly activity reports
	5. Implement budget modifications based upon program documentation;	Budget	Ongoing	Records of 76-1's
	6. Maintain complete files of grants funds;	Budget	Ongoing	Grant records
	7. Hold semi-annual budget review and budget projection sessions with managers;	Budget	9/83, 2/84	Schedule of review sessions held

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
V.A.1. (Cont'd)	8. Prepare research and analytical reports on various budget areas;	Budget	Ongoing	Analytical reports
	9. Prepare Intra-District Budget Modification to enter a Grant Award in the Financial Management System;	Finance	Ongoing	Prepare various reports such as Budget Modification, Master Tables, Monthly Financial Statements and Annual Federal Reports
	10. Establish master tables to identify grants separately and to monitor grants in the FMS Accounting System;	Finance	Ongoing	Master tables
	11. Separate various functions for grants such as cash collection, payroll, accounts payable and reportings;	Finance	Ongoing	Separate budget function reports
	12. Review and monitor grant activity to determine that all transactions are being processed as authorized by Management.	Finance	Ongoing	Review of accounting reports and analysis for external auditors
V.A.2.	1. Determine the procedures used to administer the grant process;	Management Planning and Analysis	9/84	Grants procedures handbook
	2. Analyze the procedures to determine areas requiring further study;	Management Planning and Analysis	11/84	Identified areas for further study
	3. Develop new or modified procedures;	Management Planning and Analysis	12/84	Proposed new or modified procedures
	4. Obtain approval of procedures;	Management Planning and Analysis	12/84	Approved grant procedures
	5. Disseminate new procedures.	Management Planning and Analysis	12/84	Directive issued

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
V.A.3.	1. Monitor grant procedures process;	Management Planning and Analysis	Ongoing	Monitoring reports
	2. Develop criteria to measure effectiveness and/or efficiency;	Management Planning and Analysis	Ongoing	List of criteria
	3. Review financial accounting information in FMS such as payroll labor distribution and other accounting information;	Finance	Ongoing	Financial reports, evalua- tion reports, worksheets and analysis
	4. Monitor budget versus expenditures and provide information to grant program managers and obtain feedback;	Finance	Ongoing	Monitoring and feedback
	5. Review other grant procedures to determine grant compliance to applicable Federal legal requirements such as spending limi- tation period, etc.	Finance	Ongoing	Compliance reports and recommen- dations

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Prepare a zero-base budget for school year 1984 and annual budgets for the multi-year period of school years 1983-87.
V.D.	P	1984 Intermediate Objectives Reference Numbers: V.D.1; V.D.2.; V.D.3.; V.D.4.; V.D.5.; V.D.6.; V.D.7.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
V.D.1.	1. Develop the operational plan for zero-base budget development;	Budget	11/83 - 1/84	Operational plan for budget development
	2. Secure approval on the budget operational plan;	Budget	2/84	Approved operational plan
	3. Disseminate operational plan to affected offices;	Budget	3/84 - 5/84	Transmitted memoranda
	4. Hold budget preparation sessions with managers individually or in groups;	Budget	5/84 - 6/84	Record of budget sessions
	5. Respond to budget preparation inquiries made by managers;	Budget	3/84 - 6/84	Record of budget preparation assistance provided
	6. Develop format for presenting the budget;	Budget	5/84	Planned format for budget
	7. Secure approval of budget format;	Budget	5/84	Approved budget format
	8. Secure clerical and other technical support to finalize budget;	Budget/Word Processing Unit	6/84	Completed budget
	9. Increase staff's technical knowledge of math software on word processing equipment for faster production on the zero base budgets.	Word Processing Unit	Ongoing	Reduced operational time in preparation of budgets

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
V.D.2.	1. Develop the operational plan for multi-year budget development;	Budget	11/83 - 1/84	Operational plan for budget development
	2. Secure approval on the budget operational plan;	Budget	2/84	Approved operational plan
	3. Disseminate operational plan to affected offices;	Budget	3/84 - 5/84	Budget development operational plan
	4. Hold budget preparation sessions with managers individually or in groups;	Budget	5/84 - 6/84	Record of budget preparation assistance held
	5. Respond to budget preparation inquiries made by managers;	Budget	3/84 - 6/84	Record of budget preparation assistance provided
	6. Develop format for presenting the budget;	Budget	5/84	Planned format for budget
	7. Secure approval of budget format;	Budget	5/84	Approved budget format
	8. Secure clerical and other technical support to finalize budget.	Budget/Word Processing Unit	6/84 - 7/84	Completed budget
V.D.3.	1. Disseminate operational plan for budget development to appropriate managers;	Budget Formulation	3/84 - 5/84	Transmitted memoranda
	2. Review budget vs expenditure variance with managers;	Budget Formulation	2/84 - 7/84	Schedule of budget review sessions held
	3. Prepare research and analytical reports on various budgeted areas;	Information Analysis	Ongoing	Analytical reports
	4. Provide technical support during the budget development process;	Budget Formulation	3/84 - 6/84	Schedule of work sessions, meetings and other technical assistance provided during budget development

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
V.D.3. (Cont'd)	5. Obtain budget recommendations from appropriate managers.	Budget	6/84	Recommended budget for managers
V.D.4.	1. Develop a discussion paper on school finance formula;	Budget	10/84	School finance formula discussion paper
	2. Provide appropriate research and analysis to support deliberation of the School Finance Committee.	Budget	Ongoing	Records of research/analytical reports on school finance
V.D.5.	1. Revise school system directives for the Budget Division;	Budget	12/83	Revised directives
	2. Hold semi-annual evaluation sessions with staff to assess division's progress and identify problem areas and suggested resolution;	Budget	8/83 and 2/84	Schedule of evaluation sessions held
	3. Hold quarterly budget review sessions with managers;	Budget	9/83 - 12/83 3/84 and 6/84	Schedule of review sessions held
	4. Advise managers on budgetary matters;	Budget	Ongoing	Managerial inquiry
	5. Develop position papers and conduct inquiries on budget execution practices in other areas, to support procedural changes;	Budget	Ongoing	Research reports
	6. Process budget change request.	Budget	Ongoing	Budget change records

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
V.D.6.	1. Conduct an evaluation of the ZBBMS operational plan for FY 1985 Budget development;	Budget	1/83 - 12/83	ZBBMS evaluation report
	2. Develop ZBBMS evaluation report;	Budget	12/83	ZBBMS evaluation report
	3. Implement the approved ZBBMS refinement in: a. Operational plans b. Software	Budget	1/84 - 2/84	Status reports
V.D.7.	1. Revise school system directives for the Budget Division;	Budget	6/83 - 12/83	Revised directives
	2. Hold semi-annual evaluation session with staff to assess division progress and identify problem areas and suggested resolution;	Budget	8/83 and 2/84	Schedule of evaluation sessions held
	3. Hold quarterly budget review sessions with managers;	Budget	9/83, 12/83, 3/84 and 6/84	Schedule of review sessions held
	4. Develop position papers and conduct inquiries on budget execution practices in other areas, to support procedural changes.	Budget	Ongoing	Research reports

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FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Maximize the use of personnel through effective procedures and increased staff development.
V.F.	P	1984 Intermediate Objectives Reference Numbers: V.F.1; V.F.2; V.F.3; V.F.4; V.F.5; V.F.6; V.F.7; V.F.8; and V.F.9.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
V.F.1.	1. Arrange training for secretarial/clerical staff who will be operating automated equipment; 2. Cross-train DAIS staff on all terminals commonly used at the local school level; 3. Utilize training specialists (e.g., Boeing Computer Services, University of the District of Columbia, etc.) to assist in the increased use of computer terminals; 4. Schedule training for local school staff (administrators, aides and teachers).	Automated Information Services Automated Information Services Automated Information Services/ Logistical Support Deputy Superintendent, Contractors	Ongoing Ongoing 9/83 9/85	Course completion records Course completion records Contract specifying what will be agreed upon and expected from training specialists Five seminars per year offered for school staff

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
V.F.2.	1. Provide each project with assistant project manager whenever feasible;	All OMS Divisions	8/83	Filled authorized positions
	2. Provide a mechanism for the creation, maintenance and constant updating of project manager notebooks;	All OMS Divisions	9/83	Existence of project manager notebooks for all active applications/systems in DAIS
	3. Design standardized procedures for the monitoring of all software undertaken by contractor;	All OMS Divisions	3/84	Existence of contractor's performance document
	4. Institute the concept of branch librarian, whose functions will include: - Monitoring of branch projects - Accuracy and completeness of documentation - Maintenance of source, object, and data element libraries;	All OMS Divisions	9/84	Filled authorized positions
	5. Finalize the operators and users procedures manuals for distribution;	All OMS Divisions	12/83	Approved operator and user manuals
	6. Prepare operating procedures to accommodate new payroll system.	Finance	7/84	Approved operating procedures

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
V.F.3.	1. Utilize the "key person" contacts prior to issuance of executive correspondence;	All OMS Divisions	8/83	List of key contacts
	2. Introduce limited use of electronic mail;	All OMS Divisions	7/84	Status reports
	3. Prepare and publish a "customers" operating procedures;	All OMS Divisions	7/84	Approved procedures handbook
	4. Prepare and publish internal operating procedures;	All OMS Divisions	7/84	Revised procedures
	5. Transmitt Committee and Board reports to key staff;	All OMS Divisions	3/84	Transmittal memoranda
	6. Establish written standard operating procedures for inter-office guide;	All OMS Divisions	8/84	Approved standard operating procedures
	7. Conduct periodic in-house training sessions on an informal basis to address common problems and to present suggestions for improvement;	All OMS Divisions	Ongoing	Periodic divisional meetings to discuss common problems/solutions
	8. Hold regular meetings with staff;	All OMS Divisions	Ongoing	Records of meetings held
	9. Disseminate a monthly summary of major OMS activities.	All OMS Divisions	Ongoing	Records of office reports

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
V.F.4.	1. Increase all staff participation internal and non-D.C.P.S. activities;	All OMS Divisions	12/83	Record of increased participation
	2. Institute computer assisted walkthrough involving computer assistants, project managers, and programmers assigned to project;	All OMS Divisions	9/84	Documentation of walkthrough activity
	3. Encourage employee participation in Management Improvement Program;	All OMS Divisions	Ongoing	Documented employee participation
	4. Develop a program of intensive on-the-job training and rotation of personnel;	Finance	7/84	Documented trading rotation schedule
	5. Involve rank and file employees in the planning process;	All OMS Division	7/84	Approved employees participation plan
	6. Involve all managers in decisions affecting their responsibility area;	Finance	Ongoing	Implemented plan on an ongoing basis
	7. Attain decision by consensus whenever possible;	Finance	Ongoing	Record of decision process
	8. Continue collaborative decision-making on major/appropriate activities;	Budget	Ongoing	Action plan and staff assignments
	9. Involve staff in work sessions and adhoc committee to resolve problems;	Budget	Ongoing	Records of work sessions
	10. Hold semi-annual evaluation session with staff to assess programs and identify problem areas and suggested resolutions.	Budget	Ongoing	Schedule of evaluation sessions held

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
V.F.5.	1. Provide activities which sensitize employees to the imperative nature of effective relationships between division and school administrators.	Personnel	Ongoing	Establishment of dialogue between divisional staff and field personnel
V.F.6.	1. Determine which personnel procedures are need within each branch;	Personnel	9/84	Identified procedures
	2. Establish timelines of directives/procedures for submission.	Personnel	Ongoing	Approved timelines
V.F.7.	1. Determine content and format of employee handbook;	Personnel	8/83	Approved table of contents and hand-book format
	2. Compile appropriate data to be included in employee handbook;	Personnel	9/83	Appropriate information on hand
	3. Write employee handbook;	Personnel	10/83	Approved handbook
	4. Disseminate employee handbook to system employees.	Personnel	12/83	Transmittal memoranda
V.F.8.	1. Review placement criteria to determine revisions needed;	Personnel	9/83	Completed review
	2. Draft revised criteria;	Personnel	10/83	Approved draft
	3. Disseminate revised placement criteria.	Personnel	11/83	List completed

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
V.F.9.	1. Assess management improvement needs of each Division;	All OMS Divisions	7/83	Assessment completed
	2. Formulate with staff the objectives to be achieved for satisfactory performance;	All OMS Divisions	9/84	Identified objectives
	3. Hold staff meetings to clarify directions and progress;	All OMS Divisions	Ongoing	Records of staff meetings
	4. Require action plans for major objectives;	All OMS Divisions	Ongoing	Approved actions plans
	5. Generate monthly activity reports;	All OMS Divisions	Ongoing	Monthly status reports
	6. Adjust staff assignments based upon continuing feedback;	All OMS Divisions	Ongoing	Records of assignment changes
	7. Evaluate each employee to document completion of objectives with regard to training and work experiences.	All OMS Divisions	Ongoing	Appropriate evaluation forms on record

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Develop methods of informing the Board of Education and school system constituencies concerning <u>significant issues.</u>
VI.A.	P	1984 Intermediate Objectives Reference Numbers: VI.A.1.; VI.A.2.; VI.A.3.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
VI.A.1.	1. Establish internal procedure for regular reporting of management improvement activities;	Automated Information Services	12/83	Completed procedure
	2. Prepare quarterly report of management improvement activities;	Automated Information Services	12/83	Quarterly reports
	3. Prepare a semi-annual office progress report.	Budget	9/83	Progress reports
VI.A.2.	1. Conduct analysis to determine audit needs;	All OMS Divisions	1/84	Identified audit needs
	2. Implement MIS subsystems;	All OMS Divisions	5/84	Interactive management systems
	3. Provide management periodic audit report.	All OMS Divisions	Ongoing	Audit reports

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INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
VI.A.3.	1. Hold regular meetings with staff;	All OMS Divisions	Ongoing	Records of meetings held
	2. Establish internal procedure for regular reporting of ongoing problems and operational improvements;	All OMS Divisions	12/83	Approved procedures
	3. Develop monthly report on major activities;	All OMS Divisions	Ongoing	Monthly reports on file
	4. Prepare quarterly report of ongoing problems and operational improvements;	All OMS Divisions	12/83	Quarterly reports on file
	5. Hold semi-annual evaluation sessions with staff to assess division's progress and identify problem areas and suggested resolutions;	All OMS Divisions	8/83, 2/84	Records of semi-annual meetings
	6. Disseminate a semi-annual office report.	All OMS Divisions	9/83, 3/84	Transmittal memorandum and progress reports

LRO Status Code:

P = In Planning

I = Implemented

N I = Not Implemented

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03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Advocate Board of Education policies to staff and public.
VI.B.	I	1984 Intermediate Objectives Reference Numbers: VI.B.1.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
VI.B.1.	1. Process Board of Education and constituent requests expeditiously;	All OMS Divisions	Ongoing	Forty-eight hour turn-around on requests
	2. Establish procedures whereby a responsible staff will be available to ensure timely completion of tasks even if overtime is required;	All OMS Divisions	9/83	Available staff for timely completion of documents
	3. Matters having two or more divisional concerns insure coordinated response effort where more than one division is involved.	All OMS Divisions	Ongoing	Coordinate response

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543

03

FIVE YEAR PLAN SGO REFERENCE NO.	STATUS OF LRO AS OF 6/1/83	LONG-RANGE OBJECTIVE: Increase opportunities for community participation.
VI.C.	P	1984 Intermediate Objectives Reference Numbers: VI.C.1.; VI.C.2.; VI.C.3.

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
VI.C.1.	1. Participate in the Public/Private Partnership program that relate to OMS' management responsibilities;	All OMS Divisions	7/83	Document support of Public/Private Partnership initiatives
	2. Meet with community groups on a regular basis by attending PTA meetings and scheduling meetings as needed to meet the needs of the community.	All OMS Divisions	Ongoing	Record of meetings attended
VI.C.2.	1. Establish a volunteer skills bank to identify citizens' willing to contribute their expertise to D.C. Public Schools;	All OMS Divisions	Ongoing	Established operational skills bank
	2. Facilitate periodic field trips to either Ballou or Presidential Building computer sites;	Automated Information Services	1/84	Planned demonstrations of DAIS hardware and software
	3. Develop a pilot program for recruiting architect and general maintenance students from D.C. Public Schools and local educational institutions.	Buildings and Grounds	9/85	Increased skilled staff and expanded training program

LRO Status Code:

P = In Planning

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N I = Not Implemented

Continuation Page

04

INTERMEDIATE OBJECTIVE NUMBER	CRITICAL TASKS	RESPONSIBLE UNIT	COMPLETION DATE	INDICATORS
VI.C.3.	1. Arrange on-site visits to other jurisdictions;	All OMS Divisions	Ongoing	Increased awareness of operational techniques and processes in use and of mutual interest to D.C. Public Schools by surrounding jurisdiction
	2. Coordination with surrounding jurisdictions on items of mutual interest;	All OMS Divisions	Ongoing	Documented meetings, correspondence and cooperative projects
	3. Continue to meet with computer professionals;	Automated Information Services	Ongoing	Improved plans, implementation, etc
	4. Encourage User/DAIS meetings with surrounding jurisdictions to discuss common problems/solutions, information sharing, and increased business contacts;	Automated Information Services	Ongoing	Report of experience
	5. Increase staff participation in professional organizations.	All OMS Divisions	Ongoing	Memberships in place

LRO Status Code: P = In Planning

I = Implemented

N I = Not Implemented

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05

NEW/REVISED POLICY CONSIDERATIONS: The policy needs which have been identified for SY 1983-84 includes the following considerations:

- that new guidelines and policies regarding the scope of transportation services provided by DCPS should be established; and
- that a policy on the confidentiality of computerized data should be determined.

06

MONITORING: The **EXECUTIVE OFFICE** will monitor divisions individually and collectively. The monitoring process includes the institution of a management oversight and review model to improve efficiency and effectiveness.

In the **DIVISION OF FINANCE**, a statistical sampling of monthly payments will test the time period between invoice and payment dates. The **DIVISION OF FINANCE** will interact with the **DIVISIONS OF AUTOMATED INFORMATION SERVICES, BUDGET and PERSONNEL** to design an applicable software package for the Resource Management and Control Information System (REMCIS).

In the **DIVISION OF BUDGET**, a monitoring process will improve the timeliness and quality of submissions. Internal and external assessments of progress will be established and these will allow the **DIVISION OF BUDGET** to measure progress and modify activities when required.

In the **DIVISION OF MANAGEMENT PLANNING AND ANALYSIS**, a formative monitoring process will be implemented on a project-by-project basis. As each audit activity is initiated, a projected calendar will be developed. For each audit, the major focus and projected outcomes will be determined. For each management improvement effort undertaken, a schedule of events will be developed as a part of the process for evaluation.

07

EVALUATION: During the early portion of this multi-year period, written plans and objectives for evaluation of divisional operations will be developed. The **EXECUTIVE OFFICE** will establish these as documented references.

In the **DIVISION OF FINANCE**, there will be a random sampling of fifty documents per month. The purpose is to test whether the Payment Section is taking advantage of time discounts. Further, the Teacher Buy-Back Sick Leave Plan must be in place by September 1, 1983. Timeliness in generation and production of monthly financial reports will also be measured.

In the **DIVISION OF BUDGET**, evaluation criteria will include assessments of the timeliness and the appropriateness of budgetary tasks processed, such as reports and supplemental requests. In addition, various user groups and divisions will provide ongoing assessments.

In the **DIVISION OF MANAGEMENT PLANNING AND ANALYSIS**, the audit supervisor or principal analyst on each management improvement project will prepare an evaluation upon completion. Selected critiques will be subjected to periodic peer review and discussion.

MONITORING: (Cont'd)

In the **DIVISION OF BUILDINGS AND GROUNDS**, each Branch will produce according to established output, reporting, and service requirements. Based upon the resources (funding, personnel, material and transportation), realistic objectives and targets will be assigned, with progress being measured according to targets achieved. On an annual basis, each branch chief is expected to develop an approved action plan, which will be monitored and refined as required during the course of implementation.

In the **DIVISION OF PERSONNEL**, a formative monitoring procedure has been implemented to ensure the attainment of each objective. A calendar containing each phase will be developed and monitored for progress. A written schedule of projected activities will be maintained by the activity supervisor. A master plan, along with authority to revise or change the schedule, will remain under the Director's control. Weekly management sessions will be conducted by each activity group to analyze progress. Reviews, feedback, ideas, solutions and alternatives will be placed in a weekly written report for referral by staff. Information from the weekly analysis reports will be extracted and condensed for monthly reports.

In the **DIVISION OF AUTOMATED INFORMATION SERVICES**, monthly progress reports will illustrate the status of major milestones. Quarterly reports will monitor current status and forecast progress for subsequent quarters; changes in schedules, milestone priorities, and resource utilization will be included. Problem areas will be presented in a timely fashion -- with recommendations before they become critical issues. Periodic, informal user meetings and formal monthly meetings will be conducted to ensure adherence to design specifications. These periodic peer reviews and formal reviews should achieve stated objectives.

In the **WORD PROCESSING UNIT**, a project calendar will be developed reflecting scheduled completion dates and the quality of each document will be reviewed with emphasis on accuracy, efficiency and adherence to deadlines.

In the **DIVISION OF LOGISTICAL SUPPORT**, a monitoring process will be accomplished through the periodic review of accomplished activities identified in the strategic and short range plans.

In the **Food Services Branch** of **LOGISTICAL SUPPORT**, timetables will be established for each objective. Yearly surveys will be conducted in cafeteria operations to monitor meal services. Random samples will be taken from the production centers to ensure quality and quantity of meals. Employees will be tested upon completion of in-service training.

In the **Transportation Section** of **LOGISTICAL SUPPORT**, a monitoring process will be implemented on a project-by-project basis.

EVALUATION: (Cont'd)

In the **DIVISION OF BUILDINGS AND GROUNDS**, progress reports -- covering the operations of each branch in relation to the approved plan will be provided and evaluated according to schedule.

In the **DIVISION OF PERSONNEL**, evaluations will be based upon the following criteria: actual degree of attainment; timeliness in completing each activity; evidence of continuous implementation; and, quality and timeliness of reports.

In the **DIVISION OF AUTOMATED INFORMATION SERVICES**, numerous entities will provide evaluative feedback. Users, peers, senior executives and other interested personnel will be requested to review completed projects, to report deficiency and efficiency matters, and to compare final deliverables with original specifications. Division staff will be apprised of these results so that improved methods can be implemented for future projects.

In the **WORD PROCESSING UNIT**, an evaluation will be made upon completion of each budget, audit report, and other written documents. A list will be prepared reflecting problems encountered and means of improving productivity. This list will be reviewed with appropriate division directors to improve the quality of forthcoming documents.

In the **DIVISION OF LOGISTICAL SUPPORT**, activities accomplished by the various branches will be examined quarterly via monthly activity reports. Delivery of goods and services will be reviewed by comparing service demand with service delivery. Trends will be observed and successful practices will be shared with branch managers. Semi-annual surveys will be conducted to determine the quality and timeliness of specified services. The results of these surveys will be communicated to branch administrators with recommended modifications.

In the **Food Services Branch** of **LOGISTICAL SUPPORT**, timetables will be established for each objective; with respect to cafeteria operations, the number of meals served will be analyzed, whereas in the **Transportation Section** of **LOGISTICAL SUPPORT**, the evaluation process will be implemented on a project-by-project basis to compare results with stated objectives.

Monitoring

555

MONITORING

Monitoring is the continuing process of determining the progress and the results of a program, plan or operation. Monitoring of the Multi-Year Comprehensive Education Plan, SY 1983-87 and the annual plan update, involves the ongoing gathering of data for the purpose of determining the status and the impact resulting from the implementation of the Superintendent's Objectives. Monitoring provides the means to determine if what was planned is actually being implemented.

The monitoring process for the comprehensive plan will:

- provide documentation of the planning process;
- provide an efficient means for each office to report progress in implementing a program;
- supply information to each office about its responsibilities, and
- yield information needed by the Office of the Superintendent to identify quickly and accurately activities which are "off-plan."

Base line data for developing this plan includes the mission, philosophy, goals and priorities, Superintendent's Objectives, planning assumptions and constraints of the system, systemwide targets for student achievement, as well as similar types of data to be found in the multi-year plans of individual offices.

The monitoring process may be viewed as having four basic dimensions. These are dimensions of: information, review, control and interface. The information or input component consists of observations, data, findings, test scores and so forth. The monitor review process speaks to the treatment of input data by analysis, synthesis and interpretation while control speaks to various monitoring outputs such as status reports, warnings, alerts or recommendations.

The interface dimension addresses those areas where status peers share responsibilities for the accomplishment of objectives. The Major Areas of Responsibilities chart, found on the following page, shows objectives to be addressed by each office and is useful for identifying areas of possible interface. An office head, utilizing these monitoring techniques effectively, will be able to make decisions based on appropriate information while exercising control.

Monitoring as described above, is a crucial part of the school system's coping mechanism. Although each office plans at some point in time, replanning based on monitoring information is necessary periodically. During SY 1983-84, a pilot project will be implemented utilizing the computer core equipment to automate the monitoring process.

An adequate monitoring process should work to keep planning and implementation on schedule and to assure interface and coordination of related activities. Each office has the flexibility to develop its own monitoring instruments; however, summary reports on the monitoring process will be submitted on the Quarterly Office Monitoring Summary Form.

Public Schools of the District of Columbia

MAJOR AREAS OF RESPONSIBILITY

- Chart -

OFFICE	SUPERINTENDENT'S GENERAL OBJECTIVES REFERENCE NUMBER																															
	T.A	T.B	T.C	T.D	T.E	T.F	T.G	T.H	II.A	II.B	II.C	II.D	II.E	II.F	II.G	III.A	III.B	III.C	IV.A	IV.B	IV.C	IV.D	V.A	V.B	V.C	V.D	V.E	V.F	VI.A	VI.B	VI.C	
OFFICE OF THE SUPERINTENDENT	●	●			●	●					●				●	●	●	●	●	●	●	●	●	●			●	●	●	●	●	
OFFICE OF THE DEPUTY SUPERINTENDENT	●	●	●	●	●	●	●	●								●		●										●	●	●	●	●
OFFICE OF INSTRUCTION	●	●	●	●	●	●	●	●								●	●	●							●			●	●	●	●	●
OFFICE OF MANAGEMENT SERVICES									●	●		●	●	●		●		●						●			●		●	●	●	●
OFFICE FOR SPECIAL SERVICES AND STATE AFFAIRS	●	●	●					●	●							●		●						●		●			●	●	●	●

LEGEND



• MAJOR RESPONSIBILITY

Appendices

APPENDIX A
SCHOOL CALENDAR, SY 1983-84

SCHOOL CALENDAR 1983-84

1983

Teacher Days for Staff Development, Orientation and Program Planning	Thursday, September 1 and Friday, September 2
Labor Day (Holiday)	Monday, September 5
First day of school for students (Full day)	Tuesday, September 6
Columbus Day (Holiday)	Monday, October 10
Veterans Day (Holiday)	Friday, November 11
Teacher Record Keeping - 1/2 day, Staff Development - 1/2 day (Students not in school)	Monday, November 14
Thanksgiving (Holiday - November 24)	Thursday, November 24 and Friday, November 25
Winter Vacation (Holiday - December 26)	Monday, December 26 through Monday, January 2

1984

New Year's Day (Holiday - January 2)	Monday, January 2
Martin Luther King, Jr.'s Birthday - January 15 - (Holiday)	Monday, January 16
Last day of school for students: First Semester	Monday, January 30
Teacher Record Keeping - 1/2 day, Staff Development - 1/2 day (Students not in school)	Tuesday, January 31
First day of school for students and teachers: Second Semester	Wednesday, February 1
George Washington's Birthday (Holiday)	Monday, February 20
Teacher Record Keeping - 1/2 day, Staff Development - 1/2 day (Students not in school)	Friday, April 6
Spring Vacation	Friday, April 20 through Friday, April 27
Memorial Day (Holiday)	Monday, May 28
Last day of school for students: Second Semester	Tuesday, June 19
Last day of school for teachers (Full day)	Wednesday, June 20

"WELCOME TO OUR SCHOOLS"	Monday, April 2 through Thursday, April 12
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Registration and orientation days for new entrants to the D.C. Public Schools for School Year 1983 - 1984

ADVISORY PERIODS DAY SCHOOLS 1983 - 1984

<u>DATES OF ADVISORY ENDINGS</u>	<u>NUMBER OF DAYS</u>	<u>NUMBER OF SESSIONS</u>
1983 - First Advisory for students November 10, 1983.....	47	94
1984 - Second Advisory for students January 30, 1984.....	46	92
Total, First Semester	93	186
Third Advisory for students April 5, 1984.....	46	92
Fourth Advisory for students June 19, 1984.....	45	90
Total, Second Semester	91	182
Total, School Year	184	368

EMERGENCY CLOSINGS/MAKE-UP DAYS

When it is necessary to make up school days, the spring vacation will be shortened or the school year extended.

SCHOOL DAY

School is in session for:

Students

Teachers

Elementary	9:00 a.m. - 3:00 p.m.	8:30 a.m. - 3:30 p.m.
Junior High	9:00 a.m. - 3:00 p.m.	8:30 a.m. - 3:30 p.m.
Senior High	9:00 a.m. - 3:00 p.m.	8:30 a.m. - 3:30 p.m.
Career Development	*	*

- * The School day for Career Centers will be 8:00 a.m. - 4:30 p.m. with student hours of attendance dependent upon the courses selected; staff hours will be adjusted in relation to the program and in accord with the Teachers' Contract.

COMMEMORATIVE DAYS (Schools Open)

Parent-Educator Unity Day	Friday, September 16, 1983
World Peace Day (Officially, September 18)	Monday, September 19, 1983
Black History Month	February 1-29, 1984
Chinese/Vietnamese New Year	Thursday, February 2, 1984
Abraham Lincoln Day (Officially, February 12)	Monday, February 13, 1984
Jose de San Martin Day (Officially February 25)	Friday, February 24, 1984
National Women's History Week	March 4-10, 1984
Myrtilla Miner Day	Monday, March 5, 1984
Music in Our Schools Week and Annual Jazz Piano Competition ...	March 5-11, 1984
Wilmington 10 Day	Friday, March 16, 1984
Paul Robeson Day	Monday, April 9, 1984
Edward Kennedy "Duke" Ellington Day	Monday, April 30, 1984
Mary McLeod Bethune Week	May 13-19, 1984
Malcolm X Day	Friday, May 18, 1984
Mary Church Terrell Day	Monday, June 4, 1984

(Commemorative Days will be properly observed in accordance with instructions from Regional Offices).

ADULT EDUCATION CENTERS

Adult Basic Education: (In session September 6, 1983 through June 20, 1984)
Franklin A.E.D.C., Project Call (Armstrong Center), Gordon Adult Center

Carnegie Unit Programs: (In session September 6, 1983 through June 20, 1984)
Armstrong Adult Education Center, Ballou (Evening School), Roosevelt (Evening School), Spingarn S.T.A.Y. (Alternative Program), Woodson, H.D. (Evening School), Washington-Dix Street Academy (Closes on July 31, 1984)

Career Development Evening Centers: (In session September 6, 1983 through June 20, 1984)
(Certificate Programs) Bell, Chamberlain, Phelps and Penn Center

Community School Programs: (In session October 3, 1983 through June 8, 1984) Beers, Bruce-Monroe, Bunker Hill, Fort Lincoln, Friendship, Garnet-Patterson, Logan, Marie Reed, River Terrace, Shaw, Takoma, Washington Highland, Winston and Woodson, H.D.

Community School Summer Programs: (In session July 5, 1984 through August 17, 1984)

Community Based Organizations: (Satellites) Classes to Be Announced

APPENDIX B
EDUCATION PLAN GLOSSARY

EDUCATION PLAN GLOSSARY

ACTION PLAN:

a systematic plan of action projecting what is to be accomplished to reach stated objectives, based upon a management-by-objectives (MBO) planning format, for problem solving and implementation of programs.

ASSUMPTION:

a statement of condition(s) which establishes limitations for planning activities.

BLOCK GRANT:

programs under several federal authorizations that have been combined to allow greater flexibility in the administration of the grants and to reduce burdensome paperwork requirements (see ECIA).

COMPETENCY-BASED CURRICULUM (CBC):

an individualized, progressive, instructional program based on the use of specific behavioral objectives for which criterion levels of performance have been established.

COMPREHENSIVE EDUCATION PLAN:

the systematic delineation of goals and objectives of the school system, specifying the progression of activities to accomplish those goals and objectives, offices accountable for their achievement, the strategies and timelines for their accomplishment and criteria to be used for determining the degree of their attainment.

COMPUTER-ASSISTED INSTRUCTION (CAI):

process of teaching in which instructional material is presented on a terminal under computer control and student responses are processed and fed to the student by the computer.

COMPUTER LITERACY:

an acquired knowledge of computers and an understanding of the social implications of that knowledge; and the ability to apply skills in communicating with computers.

COMPUTER-MANAGED INSTRUCTION (CMI):

use of the computer to select materials, schedule, test, prescribe, and maintain student records.

CONSTRAINT:

an anticipated problem which may make it impossible to achieve stated objectives.

CRITICAL TASKS:

the major strategies or action steps which must be taken to achieve specified objectives.

DEMOGRAPHIC DATA:

information and data describing or indicating the nature of populations with reference to size, density, distribution, vital statistics, socio-economic status, attendance, enrollment, test scores and the like.

ECIA:

the Education Consolidation and Improvement Act of 1981 (P.L. 97-35) transferred the responsibility for many elementary and secondary education programs administered by the U.S. Department of Education to the States including Chapter 1 (formerly ESEA, Title I) and Chapter 2 (formerly ESEA, Title II, III, IV, V, VI, VIII, and IX, the Alcohol and Abuse Act of 1965, etc.).

EDUCATIONAL TECHNOLOGY:

a systems approach to solving problems of teaching and learning which includes the development of instructional systems, identification of resources, delivery of resources to learners, and management.

EVALUATION:

the process of delineating, obtaining and providing useful information for judging decision alternatives. Evaluation can be formative (concerned with program improvement) or summative (concerned with determining overall program effectiveness).

FUNCTION:

a collection of required jobs or tasks necessary to achieve a specified objective to bring about a given product or outcome; related outcomes contributing to the accomplishment of mission objectives.

FY:

Fiscal Year, the accounting period for budgeting and budget execution. For example, FY '84 begins October 1, 1983 and ends September 30, 1984.

GOALS:

ends towards which any agency or person performs work or statements of purpose or ultimate outcomes; a perception of an ideal.

GUIDELINES:

those Rules of the Board of Education, District and Federal Laws and Regulations, Court Orders and Plans, Interagency Agreements, Directives of the Superintendent, and the like, which provide specific mandates and parameters for the operation and conduct of the agency and its programs.

INSTRUCTIONAL OBJECTIVE:

statements that describe what competencies students will have achieved after completing a prescribed unit of instruction.

INSTRUCTIONAL SUPERVISION:

the process through which support is provided to instructional personnel for the implementation of the instructional program.

LOCAL PLANNING UNIT:

that group composed of staff, students and community (including the Neighborhood School Council as prescribed by the Board of Education) that accurately reflects the office/region/division/local school's needs and goals, and that develops the education plan for and on their respective unit's behalf.

MANAGEMENT INFORMATION SYSTEM:

a system for collecting, storing, retrieving, and processing information that is used, or desired, by one or more managers in the performance of their duties.

MISSION:

a broad and comprehensive statement of overall job--a product, a completed service, or a change in the condition of something or somebody--that must be accomplished.

MONITORING:

the process of securing and transmitting information that indicates the status of implementation of objectives, critical tasks and their outcomes.

MONITORING PROCESS:

the securing and transmitting of data and information to determine adherence to and degree of compliance with Rules of the Board of Education, District and Federal Laws and Regulations, Court Orders and Plans, Interagency Agreements, Directives of the Superintendent, established and approved processes and procedures, and the like.

NEED:

the discrepancy or difference between what is (current status) and what is desired (goal); that discrepancy or difference requiring appropriate attention and action.

NEEDS ASSESSMENT:

a formal process for collecting and analyzing data which identifies and documents discrepancies between "what is " and "what is desired."

OBJECTIVE:

statement of the exact aim, purpose or end that is to be accomplished in meeting a unit's goal.

OBJECTIVE, PERFORMANCE:

a school-wide instructional objective specifying the audience, behavior conditions and degrees of a specified performance.

PLANNING:

the process of identifying the overall long range goals, priorities and objectives of an organization, and formulating various courses of action to be followed in working toward achieving those goals, priorities and objectives and in working toward the reduction of uncertainty.

PLANNING PROCESS:

the series of activities and/or actions conducted to develop, submit and secure approval of a unit's action plan.

PUBLIC/PRIVATE PARTNERSHIP:

a cooperative effort between the District of Columbia Public School System and the private sector for the design and establishment of improved career oriented educational programs.

RESOURCE:

money, people, facilities, time, materials, or anything else used by the education system for accomplishing its objectives.

STUDENT PROGRESS PLAN:

a competency-based instructional plan through which students are encouraged to move along the instructional continuum at their individual rates and required to master reading and mathematics skills for promotion.

SY:

School Year, the nine month school term. For example, SY '84 begins in September 1983 and ends in June 1984.

TARGETS, SYSTEMWIDE:

those increments in student achievement over time that the system has set as goals and that are measured by achievement tests, or other indices of skill mastery.

TEST, CRITERION-REFERENCED:

those instruments that measure a student's mastery of the specific objectives of an educational program; no comparisons are made between students' scores.

TEST, NORM-REFERENCED:

those instruments that provide the score of each student as compared with the scores of other students who have taken the same test under standardized conditions.

ZERO-BASE BUDGETING MANAGEMENT SYSTEM (ZBBMS):

a program planning and resource allocation system which is an adaption of Zero-Base Budgeting requiring costs justifications and the placing of all budget requests in priority order.

APPENDIX C
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REFERENCES

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